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ABSTRACT

This guide is intended as a central source of information for teacher-coordinators and school administrators who are responsible for implementing health science technology education (HSTE) programs in Texas. Section I contains various introductory materials, including an outline of qualifications for HSTE teachers and information on professional organizations/activities. Discussed in section II are the following topics pertaining to administrative responsibilities: teacher-coordinators, classroom facilities/equipment, student files, program management reports, advisory committees, substitute teachers, public relations and promotional activities, and closing out the school year. Section III examines the following topics related to instructional strategies and responsibilities: the HSTE program (competencies, teaching strategies, and student selection); cooperative education (establishing a program, working with training sponsors, placing students, and visiting sites); clinical rotation (establishing and overseeing programs); and other teaching strategies (establishing laboratory programs and addressing special needs). Presented in sections IV and V are 24 sample forms used in HSTE programs and lists of the following: curriculum and reference materials; anatomical models, equipment, and emergency products; educational software for students and teachers; and videos. Section VI discusses Health Occupations Students of America chapter management. (MN)

ED 376 277

Handbook for Teachers of Health Science Technology Education

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Handbook for Teachers
of
Health Science Technology Education

By

Helena J. Fair
and
Mitch Cooper

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Resources used in the preparation of this handbook include:

- *Guidelines for Clinical Experiences in Health Occupations Education,* Center for Vocational and Adult Education, College of Education, Auburn University, Auburn, Alabama
- *Program Management Guide for Marketing Education.* EIMC, The University of Texas at Austin, 1992.
- Fair, Helena. *Handbook for Instructors in Clinical Rotation.* EIMC, 1991.
- Williams, Catherine. *Clinical Rotation in Health Occupations I.* EIMC, 1988.

SECTION I

Introductory Materials

Introduction

The Statutory Citation in Section 21.101 of the Texas Education Code states that each school district offering prekindergarten through grade 12 shall offer a well-balanced curriculum that includes vocational education. Health Science Technology Education falls within the jurisdiction of vocational and technical education and within the specific department of Career and Technology Education.

Operating a program of high quality is the goal of every teacher of Health Science Technology Education. The health care industry is constantly changing. Coordination in planning, development, and operation of the instructional program with the health care delivery system is necessary for the maintenance of relevant, quality health service.

A Health Science Technology Education program should provide students with opportunities to explore a variety of occupations in the health field, to identify and develop individual interests and abilities, and to provide the individual with a basis for making an informed choice concerning employment and training in the health care field. The focus of all health care education programs is the preparation of competent practitioners to provide quality health service within a community. Through the cooperation of community health facilities and agencies, experiences related to actual health services environments are provided for students.

This publication provides a central source of information for use by teacher-coordinators and school administrators in implementing Health Science Technology Education programs for schools. The document includes an overall picture of administrative responsibilities related to quality programs, guidelines and forms needed to deliver effective instruction, and resources and information regarding HOSA chapter management. The information found in this publication may be used by teachers and administrators for interpreting the scope of the Health Science Technology Education program to parents, advisory councils, teachers, and the students themselves. It is an excellent resource for teachers who are developing and implementing a Health Science Technology Education program.

Functions of the Texas Education Agency Staff

Established under the Gilmer-Aikin School Laws of 1949, the Texas Education Agency administers the state's responsibility for public school education, vocational-technical education, and adult education programs. Texas Education Agency activities may be grouped under three major headings: leadership, service, and monitoring.

Role of the Health Science Technology Education Staff

Activities of the Health Science Technology Education (HSTE) staff include the following:

1. Supplying school administrators and teachers with standards in the operation of secondary HSTE programs
2. Making suggestions about starting HSTE programs in new schools and communities
3. Conducting teacher in-service programs
4. Offering support and advice to teachers and administrators trying to improve ongoing HSTE programs
5. Consulting with teachers and administrators about formation and use of advisory committees in HSTE programs
6. Monitoring Health Science Technology Education programs
7. Evaluating Health Science Technology Education
8. Overseeing the operation of HOSA

Role of the Director

Health Science Technology Education at TEA is headed by a director. The director is a health professional employed by TEA to offer assistance to local school districts in planning new programs, developing immediate and long-range goals for HSTE, providing relevant curriculum materials, and providing teachers with training through in-service conferences. The address of the director is listed below.

Barbara Terrell, Director
Health Science Technology Education
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494
Telephone: 512-463-9442
FAX: 512-475-3575

Qualifications for a Teacher of Health Science Technology Education

The following specific requirements for provisional vocational certificates are based on experience and preparation in skill areas.

(a) Provisional health science technology certificate

(1) The provisional health science technology certificate shall be based on preparation and experience in the skill area and qualify the teacher to teach preemployment laboratory and cooperative training classes.

(2) Certification shall be based on experience and academic preparation in the skill area and require the following:

(A) A bachelor's degree or an associate's degree from an accredited institution

(B) Licensure, certification, or registration by a nationally recognized accrediting agency as a professional practitioner in one or more health occupations for which instruction is offered. The preparation program for licensure or certification must require at least two years of formal education.

(C) Completion of State Board of Education (SBOE) requirements in the United States and Texas Constitutions

(D) Approval, by the employing superintendent or certification officer of a college or university approved to prepare teachers for the vocational certificate, of two years of wage-earning experience in a licensed hospital or health agency, in addition to that required to be registered or certified

(3) The provisional health science technology certificate shall require a professional development sequence that includes the following:

(A) Developing, organizing, and using instructional materials

(B) Methods of teaching vocational subjects

(C) Human relations for vocational industrial instructors

(D) Aims and objectives of vocational education

(E) Organizing and coordinating vocational industrial cooperative programs

(F) Problems in industrial cooperative education

(G) Two years of teaching experience on emergency permits in the area of health science

Professional Organizations and Activities

The American Vocational Association (AVA) is the national umbrella organization for all disciplines within vocational education. The Health Occupations Division of AVA sponsors special workshop sessions and meetings during AVA conferences. The *VocEd* journal is published by AVA as a service to its members.

Texas Health Occupations Association (THOA) is the state organization for instructors of Health Science Technology Education. Officers and committees function at the state and area levels. An annual meeting is held in conjunction with the professional development conference held each summer under the direction of TEA. One teacher is chosen each year as Outstanding Health Science Technology Educator of the Year, and this individual is sponsored in a national competition through the American Vocational Association.

We encourage you to support professional career and technology education organizations.

EIMC/Educational Resources is part of the Division of Continuing Education at The University of Texas at Austin. It develops instructional materials for Health Science Technology Education, as well as Marketing Education, Industrial Technology Education, Office Education, Special Needs/At Risk, and Trade and Industrial Education programs. Educational Resources is closely linked with vocational educators in each program, with teachers serving on advisory committees and as materials developers.

Terms Related to Health Science Technology Education

advisory committee—a group of local citizens which advises the teacher-coordinator and school administration on the operation of Health Science Technology Education programs.

ARD (Admission, Review, and Dismissal) Committee—a local school committee concerned with the placement of special education students into classes.

class information report—a form including the teacher's daily schedule, names of students enrolled in the teacher's classes, and distribution of students by age and grade.

class instruction—related to the health occupations area group instruction and orienting students to the world of work.

clinical rotation—a method of teaching whereby the student is instructed in basic skills and knowledge for health care and rotated through various clinical settings to observe delivery of health care by professionals.

cluster program—a method of teaching providing instruction in basic skills common to different health occupations and the study of the principles of health care through assignments in the classroom, laboratory, and health care facilities.

combination unit—a combination of a cooperative program or clinical rotation class with a health care science class.

competency-based—refers to instruction not based on length of study or measured against a norm but dependent on an individual's ability to demonstrate a skill or knowledge in a specific field.

compliance monitoring—visits conducted by the staff or designers from the Texas Education Agency to determine whether state and federal guidelines are being followed in vocational programs.

cooperative education—occupational education which provides related classroom instruction and on-the-job training in an area of health care.

coordination—the process by which the teacher integrates the student-worker, the employer, and the training experience to ensure that the student is correlating classroom work with the skills being acquired.

course of study—instructional materials used in teaching Health Science Technology Education classes arranged by scope and sequence.

curriculum guide—a document designed to help an instructor plan and implement a course of study.

Director, Health Science Technology Education—a health professional employed by TEA to offer assistance to local school districts in planning new programs, developing immediate and long-range goals for HSTE, providing relevant curriculum materials, and providing teachers with training through in-service conferences.

distance learning—an educational method that links students and teacher via live audioconference lectures, similar to a telephone conference call.

essential elements—the minimal content required by the Texas Education Agency for an instructional unit.

Follow-up Report—annual report on the number of "completers" and "leavers" of HSTE programs. "Completers" are those students who completed a vocational occupationally specific course and graduated from high school. Additional information is required on computers through the Follow-up Report.

health care science—a class to introduce the individual to the core curriculum for Health Science Technology during one class period each school day.

HOSA (Health Occupations Students of America)—the student leadership organization for students enrolled in HSTE.

individualized instruction—instruction related to an occupational area in which the student is employed related to the health occupations area.

IEP (Individual Education Plan)—a course of study developed for a special education student.

JTPA (Job Training Partnership Act)—a federally directed program.

LEA—local education agency.

objectives—the expected measurable behavior that should result from successful completion of assigned learning experiences.

occupational areas—approved areas of work related to health care. Further reference may be obtained by checking the *Certified List of Courses for Occupational Education and Technology* published by the Texas Education Agency.

occupational education—training for employment.

PEL—see *preemployment laboratory.*

PEIMS—a computerized database used for reporting student enrollment in local school districts to the Texas Education Agency.

permanent record—forms for maintaining information on students for a period of five years after graduation. See example in Section IV.

preemployment laboratory (PEL)—a vocational education program designed to develop entry-level skills in a laboratory setting within a school classroom. The classes are held in two- or three-hour blocks each school day and are found most often in magnet schools and career centers.

SCANS—Secretary's Commission on Achieving Necessary Skills developed a list of basic skills and competencies that are needed for job performance. Curriculum should be structured to encourage these skills and competencies. See Section III for a detailed presentation of SCANS.

scope and sequence—scope refers to the number and content of instructional units in a course of study, while sequence refers to the order of presentation.

tasks—work activities related to an occupational area.

teacher-coordinator—one who directs classroom instruction and coordinates work activities.

TENET (Texas Education Network)—a network connecting computers for the purpose of communication; may be between schools, associations, departments, and individuals connected with education.

THOA (Texas Health Occupations Association)—the state organization for teachers of Health Science Technology Education.

Texas Education Agency (TEA)—the funding and administrative agency for all public school programs and for postsecondary occupational and technical programs below the baccalaureate level.

training plan—a written agreement between the employer, the school, and the cooperative education student which lists tasks to be learned and study assignments planned for the student. See the example in Section IV.

training station—a training station is a health care facility that employs a cooperative part-time student and provides supervised training experience under the guidance of a qualified practitioner, in accordance with a written training agreement or plan (e.g., a physician's office, clinic, hospital, etc.).

wage and hour report—a form for recording hours worked and wages received by the student during a specified time period.

SECTION II

Administrative Responsibilities

The Teacher-Coordinator

The Health Science Technology Education teacher's responsibilities are broad in scope and include activities directly and indirectly related to teaching.

Teachers are required to perform in areas of administration, classroom management, and supervision and to act as a role model as well as serving as classroom instructor. Use of this handbook will provide the teacher with basic information concerning specific areas of responsibility in organizing and planning classroom activities.

There are many activities that are not included in this handbook and some that will not be applicable to each teacher's specific program. The purpose of this handbook is to identify those areas that exemplify an effective Health Science Technology Education program and to suggest ways that may help teachers more effectively meet their responsibilities. This section deals with responsibilities that may be classified as administrative.

Assignments

Vocational teaching assignments may be made for 10-, 11-, or 12-month periods, or for any fraction thereof. Ideally, in addition to instructional period assignments, the Health Science Technology instructor would be scheduled with two consecutive periods for coordination responsibilities, if using a cooperative as a teaching method, and one conference period for planning and parent conferencing.

Administration

Administrative duties involve a wide range of tasks relating to compliance with current State Board of Education (SBOE) rules, regulations, and guidelines, as well as those of the local school district and individual campus. State rules relate to such tasks as the selection of appropriate training stations for cooperative programs and sites for clinical rotation, selection and placement of students, preparation of annual reports, and management of a program budget. Teacher-coordinators may be assigned such additional local administrative duties as hall monitoring, class sponsorship, committee membership, and record keeping.

Instruction

Instructional duties include teaching activities and supervision of on-the-job training of cooperative students and those observing in a clinical setting. Teacher-coordinators must develop a Permanent Student Record, which includes a Training Plan and a Competency Profile for students in HST I and HST II. Subsequently, the student's mastery (or nonmastery) of each essential element and occupational skill for the prescribed course and career objective must be documented. Using the curriculum guides from EIMC/Educational Resources and other resources, the teacher-coordinator must develop the following items for each course taught: an instructional plan for the year, a calendar of study for each grading period, lesson plan for each week, and materials necessary for each class period.

Categories of Health Science Technology Education Coordinator Activities

Administrative Responsibilities

- Interview prospective students
- Interview prospective employers
- Select occupations
- Select training stations
- Set up interviews
- Place students in employment
- Select facilities for clinical rotation
- Complete Affiliation Agreement
- Prepare schedule of rotation
- Set up classroom facilities
- Set up class library
- Plan schedules of conferences with employers and clinical supervisors
- Plan course of study
- Prepare training plans
- Organize local chapter of HOSA
- Utilize advisory committee

Organization and Use of Instructional Material

- Make occupational analysis
- Adapt analysis to meet local requirements of co-op or rotation
- Outline technical topic paralleling analysis
- Evaluate available reference material
- Secure instructional materials
- Write instructional sheets based on related topics
- Prepare bibliography
- Select course of study
- Set up files for instructional material
- Make individual student assignments
- Supervise study period
- Plan group discussions
- Lead group discussions
- Keep class records
- Grade and record written assignments
- Give unit tests
- Compute and record grade reports
- Keep inventories of instructional materials
- Requisition and order instructional material
- Prepare leadership material
- Close out semester, school year

Program Coordination

- Make out weekly time schedule
- Visit training stations
- Confer with employers
- Secure employers' periodic rating
- Confer with advisory committees
- Interview prospective students and employers for the next school term
- Visit parents of students when necessary
- Counsel with students
- Publicize activities of class
- Secure reference and instructional material
- Keep a daily coordination and instructional diary
- Keep permanent records of students; keep follow-up records of graduates for five years
- Report travel
- Prepare organization report and Follow-up Report
- Attend Texas Education Agency in-service
- Prepare yearly summary of student activities (program)

Extracurricular

- Confer with management, supervisors, and employees on training needs
- Assist in school and civic activities
- Participate in professional (teaching) organizations
- Publicize new programs
- Participate in HOSA activities
- Acquire Provisional Teaching Certificate
- Report to school administrators on students' and program accomplishments
- Publicize program activities and students' accomplishments

Classroom Facilities

The local school is expected to furnish adequate facilities for conducting the classroom-related studies for Health Science Technology Education. Classrooms for preemployment programs should be furnished adequately in terms of course objectives. Suggested minimum facilities for the HSTE classroom are listed below.

- Tables and chairs
- Teacher's desk and chair
- Telephone
- Four-drawer, letter-size filing cabinet
- Cabinet for student's notebooks
- Bookcase with lock for reference books
- Word processor (computers/typewriters)
- Large chalkboard
- Large projector screen
- Cork bulletin board (as large as is consistent with available wall space)
- Special case for pamphlets and magazines
- Reference library
- Lavatory with hot and cold running water

Equipment and Supplies

The following equipment and supplies are suggested for teaching the essential elements of Health Care Science, Health Science Technology I, and Health Science Technology II.

Equipment

Stethoscopes
Sphygmomanometers
Thermometers
Clock with second hand
Meter sticks or metric rulers
ResusiAnnie, Chris Clean, child, or infant mannequin
Sink with running water
Wheelchair
Blankets
Anatomical charts
Human torso model
Skeleton
Optional models—heart, eye, ear, neuron, cell

Note: Some equipment such as a wheelchair, torso, or skeleton may be borrowed from another department. Mannequins may be borrowed from hospitals, Red Cross, and fire stations.

Supplies

Isolation gowns, gloves, masks
Triangular bandages/cravats
4-inch gauze squares
Splints
Adhesive tape
Elastic bandages
Scissors
Hand scrub/germicidal soap
Alcohol or alcohol preps
Cotton balls
Rolls of gauze for bandaging in 1", 2", and 3" widths

Audiovisual Equipment

Overhead projector
Filmstrip projector
Slide projector
Film projector
VCR and monitor
Screen
Computer

Note: An overhead projector and a computer are suggested for the classroom. Other equipment may be available through the media center.

For teaching Health Science Technology I by the clinical rotation method or laboratory, or for surveying occupations as taught in cluster courses, more equipment and supplies are suggested.

Nursing

Hospital bed
Pillow
Overbed table
Bedside table
Bed sheets (two or more)
Draw sheet
Blanket or spread
Pillow cases
Towels
Laundry hamper
Snellen eye chart
Scales with height measure
Bedpan, urinal
Admission kit including wash basin
Catheters
Irrigation set
Oxygen mask

Dentistry

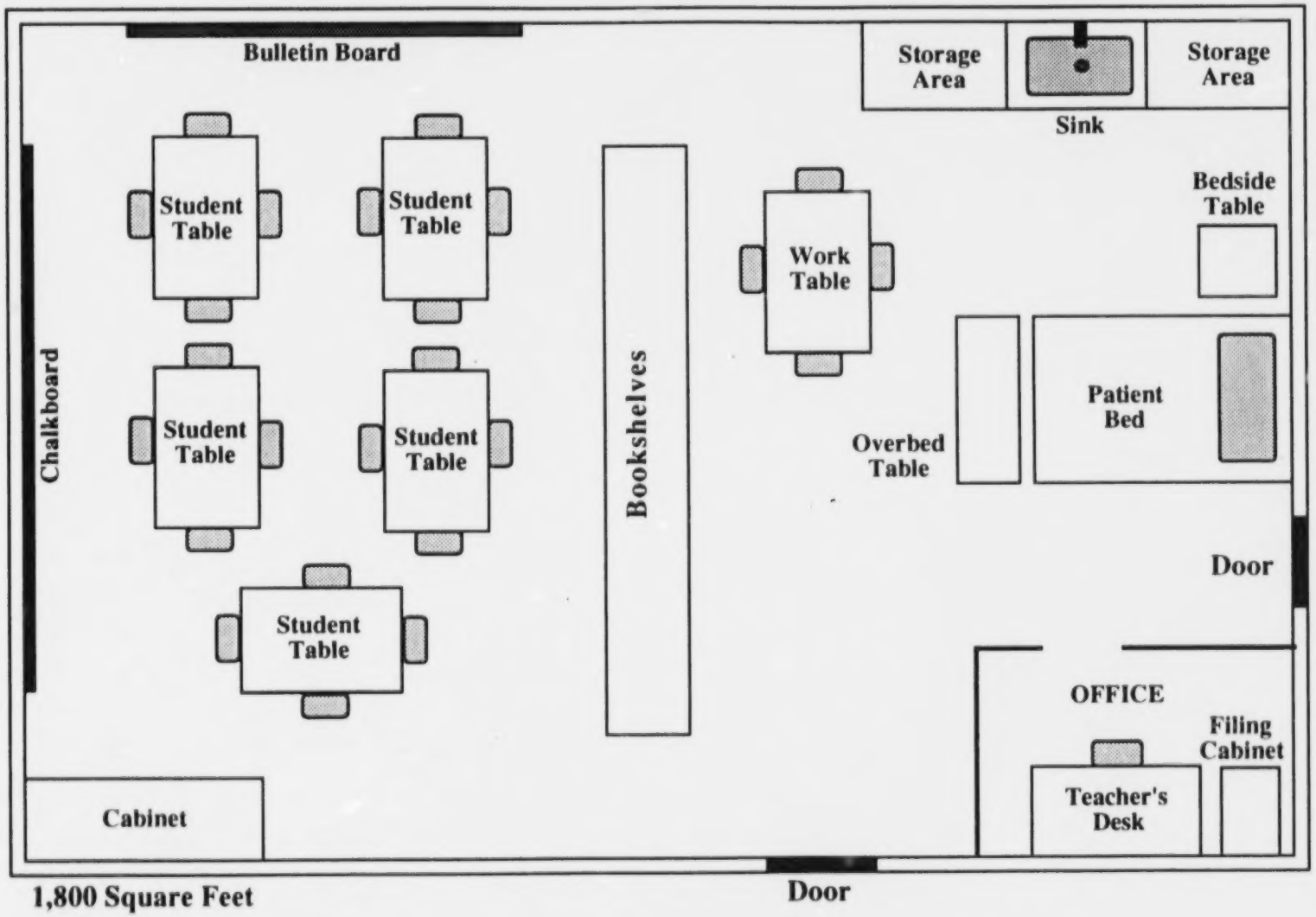
Dental molds
Assorted dental instruments
Trays
X-ray mounts
View box
Dental chair
Basic dental supplies

Laboratory

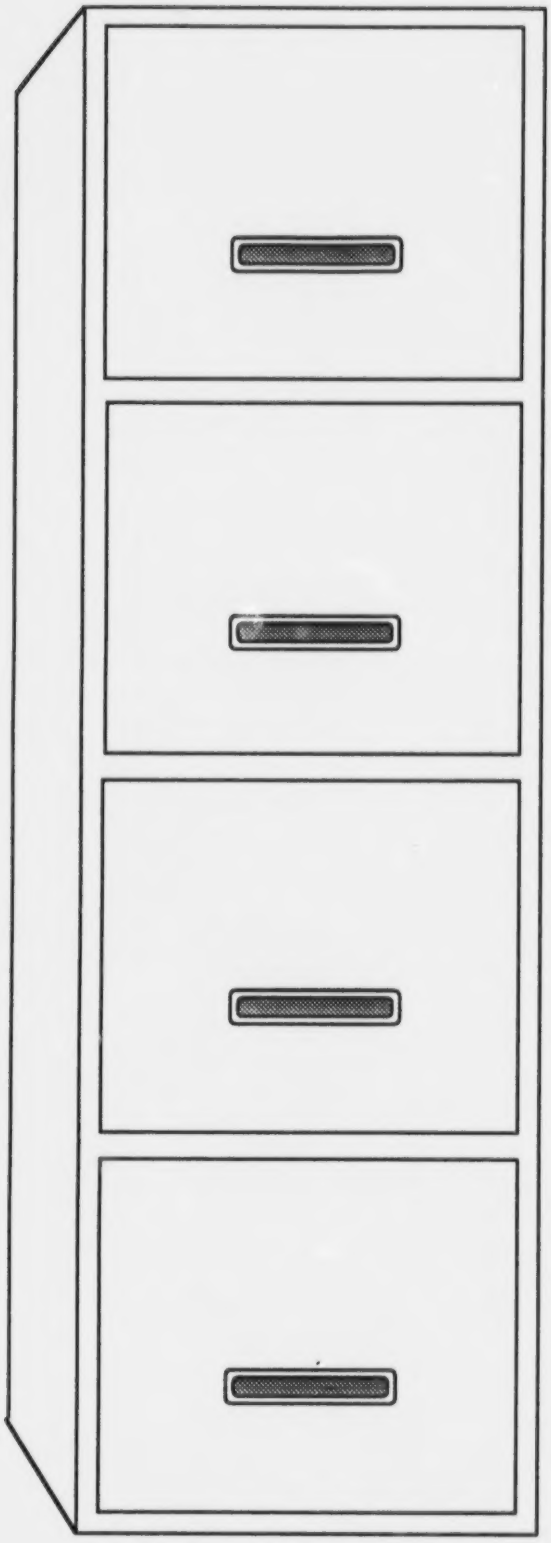
Blood typing kits
Prepared slides of blood, bacteria, tissue, and parasites
Culture media
Incubator
Loop, swabs
Reagent strips for urinalysis
Urometer
Clinitest
Slides, cover slips
Test tubes
Stains for blood differential
Stains for bacteria
Distilled water

Medical Office

Autoclave
Wraps—paper and cloth
Autoclave tape
Sterile gloves
Assorted instruments
Trays
Pickup forceps
Exam gloves
EKG machine



Sample Classroom Floor Plan



Suggested File Organization

Drawer 1:

Individual Student Files
- (1) Application for Admission
- (2) Permanent Record
- (3) Cooperative Training Plan
- (4) Employer's Periodic Ratings
- (5) Student's Job Reports
- (6) Competency Record
- (7) Progress Chart for Assignments
- (8) Wage and Hour Report
- (9) Student-Parent Agreement
- (10) Portfolio

Drawer 2:

Coordination Materials
(probably alphabetized with personal materials)

Advisory committee—listing and minutes
Bibliographies, catalogs, correspondence, extension classes, forms (state and local), handbooks, inventories, labor laws, meetings, etc.

Drawer 3:

Curriculum materials and handouts

Drawer 4:

HOSA activities

Same as above or your choice

Example of Individual Student File

The Health Science Technology teacher should establish a permanent record file for each student accepted into the program in a cooperative, clinical rotation, or preemployment laboratory. Listed below are materials most often suggested for inclusion in the individual folder for a student. Samples of the following forms are found in Section IV.

(1) **Application for Health Science Technology Education Program**: Any form is permissible depending on the information the instructor finds most beneficial.

(2) **Permanent Record**: This form (card or sheet) condenses the one-, two-, or three-year record accrued by each student in a concise form. A current data sheet is provided in Section IV on page 91 and a summary sheet on page 92.

(3) **Training Plans for Cooperative Students:** Detailed information on developing and completing a training plan is provided in Section III.

(4) **Employer's Periodic Rating:** These periodic ratings are used in determining student grades in cooperative and clinical rotation. Instructors in preemployment laboratories will provide their own ratings to document the progression of learning. These ratings should be discussed with the employer/supervisor as the coordinator picks them up and later with the student. Forms are provided on pages 93-96 in Section IV.

(5) **Student's Job Reports:** To keep students aware of their progress in training, some form of progress record should be maintained. It should list skills acquired at the training station. This date may be transferred to the work experience section of the training plan. Daily work experiences should parallel the skills listed on the training plan. Records may be compiled by the day, week, or month. A Student's Weekly Clinical Rotation Report is found on page 76, and a Monthly Training Experience Log is shown on page 97.

(6) **Competency Record:** A student enrolled in any Health Science Technology course must have a record indicating his/her mastery of the essential elements for the course and occupational competencies, if appropriate. Although there is no standard format, it is generally accepted that sequence and degree/level of mastery should be indicated. When complete, the competency record should be an accurate reflection of what the student knows and can do with regard to the designated occupation. Mastery of essential elements must be documented for each student enrolled in a laboratory course and a cluster course.

(7) **Progress Chart for Student Assignments:** This sheet is used to make individual assignments on specific technical information. Weekly study assignment topics for cooperative should follow the training plan sequence for mastery of the essential elements (competencies). Topics for clinical rotation will parallel rotation assignments. As units are completed and graded, this information also may be recorded on the training plan alongside the competency to which it relates. A progress chart for cooperative is shown on page 98 in Section IV and is followed on page 99 by a progress chart for clinical rotation.

Follow-up information may be provided in part on the permanent record. Further required data may be obtained by mail or over the telephone and placed in the student's folder.

(8) **Wage and Hour Report**

(9) **Student-Parent Agreement**

(10) **Portfolio** (to be given to student upon completion of program): (a) resumé, (b) letter of recommendation, (c) samples of student's work, and (d) community service activities

Program Management Reports

Budget

Local district guidelines will determine the amount of funds available and the schedule and procedures for submitting budgets. Requests are generally prepared in four major areas: consumable materials and supplies, program improvement items, teacher travel, and vocational student organization needs.

Consumable materials and supplies could include, but not be limited to, workbooks, printed forms, supplies for course projects, or brochures for program promotion among prospective students and training sponsors.

Program improvement items should focus on meeting needs of special populations and might include, but not be limited to, computer hardware and software, calculators, manipulatives, audiovisual equipment and programs, and individualized curriculum items.

Teacher travel budgets vary widely within the state, but generally provide basic opportunities to attend annual professional improvement conferences, as well as student leadership and competition activities at district, state, and national levels. An example of a budget worksheet is found on page 100 in Section IV.

PEIMS—Head Count

The Public Education Information Management System (PEIMS) is a computerized database currently being used for reporting student membership or enrollment in local districts to the Texas Education Agency. Students enrolled in HSTE cluster courses are reported under the appropriate course code number. Within the first two weeks of school, the teacher-coordinator should prepare and furnish to the vocational administrator a master head count list. For each cluster course, the list should include the following entries:

- Course name shown on student schedule (if different from official TEA course name)
- Period course is taught
- Official TEA course name
- Official TEA course code number
- Names of students enrolled in the course

For each cooperative education course, the above list should be prepared and supplemented with the occupationally specific code number for each student. Any changes in enrollment in cooperative education courses will require an update of the PEIMS database, so the teacher-coordinator should prepare and submit an updated master head count list.

Follow-up and Annual Application

Forms for these reports are sent from TEA to the local district in the spring of each year and must be completed and filed no later than July 1.

Although districts have varying systems for collecting and reporting follow-up information, often the teacher-coordinator is given responsibility for gathering and submitting information on his/her former students identified as "completers." Completers are those students who completed a vocational occupationally specific course and graduated from high school. The required information may be obtained by mail or over the telephone. In cases where the graduate is found to be employed full-time, additional information is taken from the current employer. Follow-up records are retained by the local district for a minimum of five years.

The annual application must include all course names (both occupationally specific and cluster courses) and code numbers that will be offered in the coming year. Courses applied for and offered are not necessarily required to be taught; however, a course not applied for may not be taught without an amendment to the annual application.

Program Evaluation

As a part of the district and campus five-year plan, the Health Science Technology Education program shall be evaluated annually. All vocational programs designed to prepare students for gainful employment are evaluated according to the degree they meet the following criteria:

- Existence of realistic opportunities for gainful employment
- Suitability of students for training and success in occupations of the program
- Effective instructional delivery and student mastery
- Cost-effective operation of programs
- Effective student placement in further training or employment

Although there is no standard form for program evaluation, a commonly used one is included in Section IV on pages 101-103.

Vocational Compliance Monitoring

Staff or designees from the Texas Education Agency conduct vocational compliance monitoring visits to determine whether state and federal guidelines are being followed in vocational programs. When a district is scheduled for compliance monitoring, notice is given, and a monitoring instrument is mailed to the district several months before the scheduled visit. The instrument is designed to lead the district personnel through a premonitoring routine in order to have all documentation in place and to facilitate a smooth monitoring visit. In Section IV, page 104, is a list of items typically included in the monitoring instrument **(see "Preparation for Vocational Monitoring").** Each year the monitoring instrument is subject to modification; therefore, it is essential to work with the current instrument when preparing for a monitoring team.

Advisory Committee

The success of any HSTE program depends upon a close relationship between the school and the health care facilities and practitioners in the community. The involvement of members of the community with the program is vital for the program's success. One way of involving community members is to establish a local advisory committee.

Some school districts establish a districtwide advisory council, including representatives for each vocational program. It is helpful for each HSTE program to form a specialized advisory committee.

Duties of Advisory Committee Members

The advisory committee has no administrative function but makes constructive recommendations for the improvement of the program. The committee helps carry out these recommendations when requested to do so by the teacher or other school officials. One of the major purposes of an advisory committee is to aid in the planning of a sound Health Science Technology Education program that meets the needs of the community. Listed below are suggested duties of an advisory committee:

- Aid in publicizing and promoting the program in the community.
- Identify facilities or occupational areas into which Health Science Technology Education can expand.
- Provide supplementary instructional materials and supplies when available.
- Suggest or provide guest presenter and/or tours of local health care facilities.
- Assist with the evaluation of the program.
- Advise, as needed, in relation to program objectives, course content, and the competencies expected in the occupations for which the training is being offered.
- Advise on criteria for the selection or recruitment of students.
- Help obtain information regarding job opportunities in the occupational areas included in the cooperative program.
- Sponsor student participation in competitive event trips.
- Serve as judges for competitive events.

Selection of Advisory Committee Members

The advisory committee should be organized in the initial stages of the program. The teacher may have identified possible committee members. The school superintendent, vocational director, and principal also may be able to recommend possible committee members. A balance of races, sexes, and ethnic minorities, as found in the community, should be included.

After the members of the committee have been selected, they should be approved by the superintendent, and the letter of invitation signed by the superintendent should be sent to each person. The letter of invitation should explain the functions of the committee and define the term of service for advisory committee members (see sample letter on page 25).

The advisory committee may be composed of five to seven members who serve for one or two years. A rotation plan for the addition of new advisory committee members may be used. Members of the committee should include:

- supervisors or owners of health facilities who are interested in school affairs and educational matters;
- training sponsors who may be employees rather than managers or owners of the businesses;

- school administrators, such as the superintendent, vocational administrator, or principal (only one school administrator should serve in any one year); and
- other persons—parents, other persons in business or professions, student representative, or those from publishing or communications industry.

Organization of Advisory Committee

Each committee should have a chairperson and a secretary selected from the group by its own members. The chairperson should be a representative of health facilities rather than a school administrator. Meetings are called by the chairperson at the suggestion of the teacher. Meetings should be held periodically, but not more than is necessary since advisory committee members donate their time. A minimum of two meetings per year is recommended. A clear-cut agenda with a definite purpose should be planned for each meeting. Meetings should begin and end on time. A copy of the minutes of each meeting should be sent to all committee members and the superintendent. Minutes of each meeting should be kept on file.

Planning a Meeting

The following suggestions may be helpful to the teacher when making plans for an advisory committee meeting.

- Select a time and place.
- Notify each member well in advance of the meeting.
- Plan the agenda for the meeting ahead of time.
- Provide materials needed for the meeting.
- Suggest meeting as necessary.

Conducting the Meeting

The following suggestions may be helpful when conducting the meeting.

- Create a relaxed atmosphere.
- Give each member an opportunity to express ideas, and make everyone feel that their contributions are valuable.
- Guard against letting one person's ideas dominate the thinking of the group.
- Emphasize the positive rather than the negative point of view.
- Make important decisions only after there has been time for thought.
- Close the meeting with a summary of decisions reached and with an understanding of what is to be done before the next meeting.
- Prepare minutes of the meeting and mail to committee members, distribute to appropriate school administration personnel, and place copies in office file.

Follow-up for Advisory Committee Members

Members of an advisory committee donate their time and efforts to the school to help a program. Each member should receive a thank-you letter from the program advisor. Members may also be honored at a breakfast, luncheon, or banquet if a districtwide council is employed. Teachers might include advisory committee members in their student leadership functions or banquets. Plaques, suitable for hanging on an office wall, are another method of expressing appreciation to advisory committee members.

Sample Letter

Invitation to Advisory Committee Member

(School Letterhead)

(Date)

(Inside Address)

Dear

The (name of school system) would like to extend an invitation to you to serve as an advisory committee member for the (name of high school) Health Science Technology Education program for the (date) school year.

The functions of the advisory committee are to make constructive recommendations for the improvement of the program and to serve in other advisory capacities as needed. The committee will function under the guidance of (teacher-coordinator's name), teacher-coordinator for the Health Science Technology Education program. It will meet no more than four times throughout the year. If you desire further information concerning the program before responding to this invitation, please contact (name), (phone).

Would you please notify us within the next week as to your decision concerning this opportunity? Your participation as a member of the committee would be a service to both the school and the community.

Sincerely yours,

(Name of Superintendent)
Superintendent of Schools

Substitute Teacher Outline

Scheduled Need

Substitute teachers will need to be scheduled in advance for special events such as HOSA conferences, individual class field trips, or professional development opportunities that take the HSTE teacher-coordinator away from any regular classes.

Emergency Need

Personal or family emergencies may create unexpected needs to call for a substitute.

Student Preparation for Substitute

During first-week orientation, students should be acquainted with the designated procedure to follow when a substitute teacher appears in the class. Simple guidelines may be written and posted in the room to avoid confusion and disappointments. Specialized tasks that may and should be performed by students should be spelled out, along with specific behaviors that are not allowed. One overriding premise should be made clear: every minute of class time represents a valuable learning opportunity, no matter who is checking the roll and making the assignment. A visiting manager at the training station would be shown great courtesy and respect, and the same practice is appropriate for the classroom.

Written Guidelines for the Substitute Teacher

Whether the absence is prescheduled or an emergency, the substitute will need detailed written guidelines in order to keep the classes on task. It is a good idea to keep an *emergency packet* prepared for those occasions when there is not enough time to write quality detailed plans for the regularly scheduled lessons. In either case, the substitute will need information in the following categories: (1) administrative details, (2) personnel information, (3) lesson plan and materials, and (4) inside or background information. Please see the **Substitute Teacher Guidelines** form. Listed below are some basic ideas for "Substitute Day Procedures" and emergency packets. Local district guidelines and individual program designs will determine the degree to which these ideas are useful or need to be supplemented.

Student Operating Procedure with Substitute Teacher

All regular classroom procedures apply:

- Be prompt.
- Be prepared.
- Be polite.
- Be positive.
- Be productive.

Follow the regular pattern for whatever assignment is made:

- Take notes.
- Take a test.
- Script a video.
- Prepare an individual assignment.

Follow the regular pattern for processing finished work:

- Turn in to basket.
- File in your folder.
- Keep until later.

Avoid unpleasant consequences; do not suggest inappropriate uses of time to confuse substitute. Unacceptable activities include the following:

- Eating in class
- Chewing gum
- Sleeping
- Conducting personal business during class time
- Leaving the room to socialize or avoid working
- Doing anything else you would not do on a regular day

Emergency Packet Assignments

Watch and script a selected video for later use when writing a paper or leading a discussion.

Read and complete periodical reports on articles from medical, nursing, and technical publications.

Use class time to prepare individualized assignments listed on training plan.

Substitute Teacher Guidelines for _____ 19____

Health Science Technology Education, Room _____

_____ HIGH SCHOOL

Administrative Details

Class schedule with *bell times* plus *special occasion bell schedule* attached/highlighted.

Special duty assignment: _____

Report attendance to office: _____

_____

Report attendance in grade book: _____

_____

Procedure for closing the room: _____

_____

In case of fire drill: _____

_____

Personnel Information

Class rolls and/or seating charts are attached. _____

Student responsibilities by class period: answer telephone, school store, distribute/collect materials

____ _____

____ _____

____ _____

____ _____

____ _____

Teacher/Room no. for assistance: _____

Miscellaneous Helpful Information

Tardies procedure: _____

Hall pass procedure: _____

Friendly reminders for students: _____

Students needing special seating arrangements: _____

Thanks: _____

Lesson Plan for_____ **meeting** _____ **period, on** _____

CALL ATTENTION TO POSTED PROCEDURES FOR SUBSTITUTE DAY

Chalkboard instructions: _____

_____

_____

_____

Handout materials are located: _____

Instructions for handout materials: _____

_____

Materials to be collected: _____

Materials collected should be placed: _____

_____

Special AV instructions: _____

_____

Time frame for activities: _____

_____

Acceptable student behavior includes: _____

_____

_____

Closing message to students: _____

_____

_____

Substitute observations: _____

_____

_____

Suggested Activities for Teachers Through the Year

The following calendar of events has been provided as a guide for planning ahead. These are suggestions and will not apply to all school situations. Teachers are urged to adapt to the requirements of the local school district.

July–August

1. Attend certification courses, if a new teacher.
2. Determine what type of program the school offers.
3. Recruit students and interview to determine individual interests.
4. Locate training stations for cooperative, and investigate job requirements from employers.
5. Locate stations in facilities for clinical rotation, and compile activity checklists with supervisors.
6. See counselor for information about students' grades, attendance, interests, and discipline problems.
7. Match students to cooperative training.
8. Counsel students concerning interview.
9. Select curriculum materials for the year, and order once the school budget permits.
10. Set up the classroom, and provide supplies.
11. Organize files, and set up individual student folders.
12. Plan scope and sequence of each class.
13. Determine teaching objectives, and plan lessons.
14. Attend the Professional Development Conference sponsored by TEA.
15. Attend local inservice programs.

September

1. Teach lessons using plans and audiovisuals.
2. Schedule guest speakers.
3. Introduce HOSA to students, and set up leadership program by planning year's activities.
4. Elect and install officers for HOSA.
5. Complete all training plans for co-op students.
6. Aid students in rescheduling when not accepted into the cooperative.
7. Establish rotation schedules for clinical rotation classes.
8. Prepare PEIMS report.
9. Attend faculty meetings.
10. Establish procedure for recording training experiences.
11. Set up an advisory committee for HSTE.
12. Report travel expenses.
13. Plan for fall leadership conference.

October

1. Continue to plan lessons, to teach, and to monitor student progress at work.
2. Introduce rotation students to the clinical facility, and locate stations. Orient students to the rotation schedule.
3. Plan for guest speakers throughout the year.
4. Be sure that HOSA dues have been paid.
5. Prepare, administer, and evaluate tests.
6. Collect evaluation reports from training sponsors and clinical supervisors.
7. Prepare grades and travel expenses.

8. Participate in faculty meetings and extracurricular activities.
9. Attend HOSA leadership conference with student representatives.

November

1. Continue coordination, rotation, training station visits, and preparation for classes.
2. Organize special HOSA projects for Thanksgiving and/or Christmas.
3. Plan and take a field trip, or present guest speakers.
4. Report travel expenses.

December

1. Have a HOSA Christmas party or special project.
2. Plan with co-op students for work during holidays.
3. Continue class preparation and coordination.
4. Store equipment for holidays.
5. Turn in travel reports.
6. Plan for area conference.

January

1. Review, reteach, and evaluate curriculum.
2. Visit training stations, and secure student evaluations.
3. Prepare midyear testing and grades.
4. Plan for another advisory committee meeting.
5. Report travel expenses.
6. Continue planning for area conference.

February

1. Begin to prepare students for HOSA area competitions. Complete entry forms on time.
2. Teach, coordinate, supervise rotation, and turn in travel reports.
3. Publicize winners locally.

March

1. Attend HOSA area competitions.
2. Continue to prepare lessons, using audiovisuals and other multimedia aids.
3. Visit with training sponsors and rotation supervisors.
4. Check supplies and equipment. Plan needs for the next year.
5. Remember to complete the travel report and to include travel to area meetings.
6. Plan for state HOSA.

April

1. Begin to prepare for HOSA state competitions.
2. Prepare lesson plans, coordinate, and supervise all students in rotation.
3. Begin accumulating follow-up information on students.
4. Plan special speakers or a field trip.
5. Make plans for an employer-employee banquet for cooperative training sponsors.
6. Plan a function to express appreciation to those supervisors and workers associated with the clinical rotation program.
7. Attend state HOSA meeting.
8. Plan for National HOSA conference.

May

1. Arrange for final evaluations of students at work and in rotation.
2. Make final teaching plans, and prepare final exams.
3. Complete grading, and report grades. Be sure that graduating seniors have completed all work and that the grade is reported on time.
4. Discuss placement of students for the next year with training sponsors and clinical rotation supervisors.
5. Determine which students will be returning to the program, and establish their plans for the coming year.
6. Send thank-you notes to advisory committee members, employers, supervisors for clinical rotation, school officials, and anyone else to whom the HSTE program is indebted.
7. Complete program evaluation, and file all required end-of-year reports.
8. Place students in training for next year's cooperative where possible.
9. Finish all paperwork.

June

Attend teacher certification courses, if a new teacher.

Public Relations Activities

Function of Public Relations

There are many parents, citizens, and students who are not familiar with career and technology education offerings and the many advantages of learning a skill. It is important for career and technology education teachers, advisory committees, and student organizations to initiate public relations activities that will do the following:

- Make prospective students aware that career and technology education will prepare them for interesting, rewarding, and good-paying jobs
- Show successful accomplishments of students and graduates of career and technology education programs
- Dispel any feelings that career and technology education may be only for students who are not successful in academic subjects
- Increase the awareness among parents and students that many of the available jobs require career and technology education training rather than college degrees

Starting the Public Relations Program

With the assistance of the local advisory committee, HSTE teachers should develop a public relations plan for the year. The plan would incorporate the use of many communications media, such as newspapers, radio, television, speeches, letters, bulletin boards, exhibits, and others. Following are some suggestions for public relations activities.

Contacting Newspapers

Local newspapers provide a good medium for getting information to people, because individuals often read the newspaper when they are relaxed and can concentrate on information. Pertinent information can be reread and retained for future reference. Following are several ways to promote career and technology education through newspapers.

News stories: Two ways to make the newspaper aware of career and technology education news are to (1) call or write the city editor and provide enough information about a potential story so a staff reporter could be assigned to cover the story or (2) send in a news release or fact sheet. It is best to deliver a news release or fact sheet in person, so that any questions the city editor or reporter might have could be answered.

Feature stories: Newspapers may be interested in tips on good feature stories, which highlight a human interest angle about students or teachers in career and technology education. This is especially true in metropolitan areas, where competition for news coverage is keen. A story outline or short paragraph about an anecdote, student success story, etc., could be provided to the newspaper as a suggestion for a feature story.

Some suggested news and feature story ideas are a success story of a Health Science Technology graduate, interesting or unusual HOSA activities, and how new technology is used in the classroom or for occupationally specific training of students.

Columns: Most newspapers run local columns which focus on humor, local events, or personal comment. Since columns often have high readership, their writers might be urged to focus on career and technology education.

Letters to the editor: Letters to the editor are generally written in response to material that has appeared in the newspaper. A letter regarding Health Science Technology Education could be written that would relate to many topics in the newspaper today.

Photographs: Sometimes a picture is worth a thousand words, and a good photograph can communicate a message as well or better than a story. When something very visual is taking place—an exciting fund-raising project, an interesting student display, a student learning to use sophisticated equipment on the job, etc.—contact the newspaper to see if they might want to photograph the happening.

Here are some additional tips on working with newspapers:

1. If the school district has a director of public information, ask her or him for assistance in working with the local news media.
2. Don't be disappointed if the local newspaper does not want to run a story about winners in HOSA contests. There is heavy competition for news space, and it would be better to get visibility for the HSTE program through other news angles.
3. Make sure that any news releases, fact sheets, or other materials which are taken to the newspaper office are professional in appearance. They should be typewritten, and a name and phone number of a contact person should be listed. Acronyms—such as HOSA—should be spelled out. Stories should include short, simple sentences and paragraphs, and educational jargon should be avoided.

Exhibits

Exhibits can be a good way to "show and tell" about Health Science Technology programs. They can take many forms: bulletin boards, student skill demonstrations, standing placards or display boards, sandwich boards, display cases, displays of equipment or student projects, and others. Exhibits might include photographs of students or classes, special equipment, 16mm films, slide-tape presentations, and free giveaways. When students from many vocational education programs join together, they can put on impressive exhibits of projects and skills at school facilities, shopping malls, or other public places.

Television

Television can be an effective way to communicate with people about Health Science Technology Education, because it can show action, noises, and colorful excitement. Television news departments may want to provide coverage of activities if they are newsworthy, interesting, and show quick action. A news release or fact sheet should be sent to TV stations on planned events. Some significant events are unplanned, and a phone call to the stations is the best way to alert them. Reporters for TV stations often are interested in human interest stories, but action that can be covered in a short period of time must be involved. Appearances on TV talk shows can be made by students, teachers, advisory committee members, and employers. Educational television stations and cable television operators may be willing to cooperate in developing programming in the public interest.

Radio

Numerous radio stations produce local programs that feature guest interviews. Among topics that could be covered in an interview show are registration for a new school term, an open house or skills demonstration, career counseling, job opportunities in the health field, etc. Radio appearances can be especially effective when listeners can call in with questions about careers and training opportunities. To arrange a guest appearance, a teacher should contact the producer of the program, outline the subject matter, and suggest a spokesperson for the interview. The interviewer may request a suggested list of questions as well as information on the credentials of the spokesperson.

Radio public service announcements about Health Science Technology Education will be aired at the station's discretion if they are timely, well written, and of interest to the local community. Most stations are selective, so it is important to find out the type of announcement they prefer. Some want simple, direct spots, while others prefer upbeat presentations.

Special Events

Many types of special events can be focused at target groups who need to know more about Health Science Technology Education, whether these are employers, health professionals, parents, or youngsters. These might include an employer-employee banquet, an open house, a news media day, advisory council open meeting, a skills fest at the school or a public place, and others.

Speaking Out

One of the best ways to tell people about Health Science Technology Education is through face-to-face communication. Vocational educators and students can speak out in formal meetings or through informal visits with people. A teacher should be able to explain briefly the major details of the operation of the program and the advantages of Health Science Technology Education.

Printed Materials

Many schools print materials about vocational education offerings which are then distributed at presentations or in exhibits, given out by counselors, sent to people on request, and used in many other situations. Brochures, newsletters, posters, and fliers about Health Science Technology can be developed for use.

Letter Writing

Use of the mass media is important for promoting vocational education, but letter writing can provide a more personal element. Letters can be targeted at any group that needs more information about Health Science Technology Education programs.

Suggested Schedule for Promotional Activities

Planning includes timing, which is one of the most essential elements in an effective image-building campaign. Following is a suggested schedule which a teacher may use in making plans for promoting the program. All the media listed may not be used, but some of the most feasible activities for the community should be considered. All activities should be planned far enough in advance to allow sufficient time for them to be carried out in a creditable manner.

Publicity Media	*Before opening of school*	*At opening of school*	*During each semester*	*Once during year*	*At end of school*
Newspaper announcements	X	X			
Newspaper features			X		
School publications			X		
School assembly program				X	
Talks to civic clubs	X		X		
A "special event" for opinion leaders or parents				X	
Talk to Parent-Teacher Association				X	
School exhibits and projects		X	X		
School placards and posters			X		
School public address system		X	X		
Employers' newspaper "ads"				X	
Free radio and TV time/spots and interviews				X	
Section in school yearbook				X	
Letters to students and parents	X				
Employer-employee banquet				X	
Letters of appreciation to employers and parents					X
Recognition certificates				X	

Closing Out School Year

Too often when a teacher fails to return to work at the beginning of a new school year, the succeeding coordinator finds insufficient records and general information about the program. Such a situation results in a considerable loss of valuable time to the new coordinator who must spend time learning about the status of the program before organizing the classes. Although a coordinator may fully expect to return to the present position the following term, he or she should make certain that complete and accurate records pertaining to the program are on file. A suggested checklist for closing out each school year is shown below. A copy should be left with the high school principal before the coordinator leaves for the summer.

Checklist for Closing Out Health Science Technology Education Classes

Items	**Where Filed**
Advisory committee minutes	
Class rolls (register)	
Correspondence	
Inventory of reference books	
Inventory of classroom equipment	
Inventory of courses of study	
Memoranda and bulletins	
Permanent Records	
Prospective student list	
Prospective employer list for co-op	
Prospective stations for rotation	
Student applications (new)	
Plans for coming year	
Student's individual folders	
Summary of Year's Work	

SECTION III

Instructional Strategies and Responsibilities

Part 1: Introduction

Part 2: Cooperative Education

Part 3: Clinical Rotation

Part 4: Other Teaching Strategies

PART 1: INTRODUCTION

- **Health Science Technology Education**
- **SCANS Competencies and Skills**
- **Definitions of SCANS Know-How**
- **Teaching Strategies**
- **Student Selection**

Health Science Technology Education

Definition

Health Science Technology Education is the body of related subject matter and planned experiences designed to impart knowledge, to provide understanding, and to develop the skills required to support the health profession.

Objectives

The primary objectives of Health Science Technology Education programs are as follows:

- To give students the entry-level skills needed for employment and career mobility
- To give students options for occupational choice in the pursuit of a job in the health field, as well as to provide a cognitive base for postsecondary education or a combination of both
- To provide both campus- and industry-based learning experiences
- To bridge the gap between education and the world of work
- To prepare pupils for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, rehabilitative, convalescent, and custodial services to people, including human relationships and skill training essential in providing care and health services to patients

Instructional Content

Health Science Technology Education programs are composed of three instructional units that progress from simple to complex. Knowledge and basic skills are learned in the first year. The second and third years will be considered as the application, analysis, and synthesis phases of the education program. The three instructional units are Health Care Science, Health Science Technology I, and Health Science Technology II.

Health Care Science

The students must complete a core curriculum. The curriculum is one unit and is scheduled one hour a day, five days per week. Emphasis should be placed on such performance skills as knowledge and comprehension.

Health Science Technology I

This instructional program can be conducted in a cooperative or laboratory arrangement (two-hour laboratory, three-hour cooperative). The basic core curriculum will be used as the foundation for this course. Emphasis should be placed on such performance skills as comprehension and application in four to five occupational areas when clinical rotation is used as a method of instruction. A cooperative or preemployment laboratory class limits students to one area of interest.

Health Science Technology II

This instructional program can be conducted in a cooperative or laboratory arrangement (two-hour laboratory, three-hour cooperative). The focus is on in-depth individual learning activities. Emphasis should be placed on such performance skills as synthesis and evaluation. *Note:* The essential elements for Health Science Technology I and II are basically the same.

Content will be taught in one or two occupational areas at a different level of learning. Health Science Technology III is taught in magnet schools by special permission.

SCANS

The Health Science Technology curriculum will be infused with the competencies and skills identified in the report by the Secretary's Commission on Achieving Necessary Skills (SCANS). The SCANS report documented five competencies and three foundation skills that are needed for job performance in the workplace today.

The following pages list the SCANS workplace competencies and foundation skills and show the components identified under each division. Definitions of the components of the competencies and skills are then provided.

SCANS Competencies and Skills

I. WORKPLACE COMPETENCIES

Resources
Allocates Time
Allocates Money
Allocates Material and Facility Resources
Allocates Human Resources

Information
Acquires and Evaluates Information
Organizes and Maintains Information
Interprets and Communicates Information
Uses Computers to Process Information

Interpersonal Skills
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Systems
Understands Systems
Monitors and Corrects Performance
Improves and Designs Systems

Technology
Selects Technology
Applies Technology to Task
Maintains and Troubleshoots Technology

II. FOUNDATION SKILLS

Basic Skills
Reading
Writing
Arithmetic
Mathematics
Listening
Speaking

Thinking Skills
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities
Responsibility
Self-esteem
Sociability
Self-management
Integrity/Honesty

Reference: The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. *Skills and Tasks for Jobs: A SCANS Report for America 2000*, Tables 1-1 and 1-2, pp. 1–4 and 1–5. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Definitions of SCANS Know-How

WORKPLACE COMPETENCIES

Resources

Allocates Time—Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.

Allocates Money—Uses or prepares budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance; and makes appropriate adjustments.

Allocates Material and Facility Resources—Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.

Allocates Human Resources—Assesses knowledge and skills, distributes work accordingly, evaluates performance, and provides feedback.

Interpersonal Skills

Participates as a Member of a Team—Works cooperatively with others and contributes to group efforts with ideas, suggestions, and effort.

Teaches Others—Helps others learn needed knowledge and skills.

Serves Clients/Customers—Works and communicates with clients and customers to satisfy their expectations.

Exercises Leadership—Communicates thoughts, feelings, and ideas to justify a position, encourage, persuade, convince, or otherwise motivate an individual or groups, including responsibly challenging existing procedures, policies, or authority.

Negotiates to Arrive at a Decision—Works toward an agreement that may involve exchanging specific resources or resolving divergent thoughts.

Works with Cultural Diversity—Works well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

Information

Acquires and Evaluates Information—Identifies a need for data, obtains the data from existing sources or creates them, and evaluates their relevance and accuracy.

Organizes and Maintains Information—Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion.

Interprets and Communicates Information—Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods.

Uses Computers to Process Information—Employs computers to acquire, organize, analyze, and communicate information.

Systems

Understands Systems—Knows how social, organizational, and technological systems work and operates effectively within them.

Monitors and Corrects Performance—Distinguishes trends, predicts impacts of actions on system operations, diagnoses deviations in the functioning of a system/organization, and takes necessary action to correct performance.

Improves and Designs Systems—Makes suggestions to modify existing systems in order to improve the quality of products or services and develops new or alternative systems.

Technology

Selects Technology—Judges which sets of procedures, tools, or machines, including computers and their programs, will produce the desired results.

Applies Technology to Task—Understands the overall intents and the proper procedures for setting up and operating machines, including computers and their programming systems.

Maintains and Troubleshoots Technology—Prevents, identifies, or solves problems in machines, computers, and other technologies.

FOUNDATION SKILLS

Basic Skills

Reading—Locates, understands, and interprets written information in prose and documents—including manuals, graphs, and schedules—to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing—Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, graphs, and flow charts with the language, style, organization, and format appropriate to the subject matter, purpose, and audience; includes, where appropriate, supporting documentation, and attends to level of detail; and checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic—Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics—Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real-world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening—Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose—for example, to comprehend, learn, critically evaluate, appreciate, or support the speaker.

Speaking—Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language in a way appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

Thinking Skills

Creative Thinking—Generates new ideas by making nonlinear or unusual connections, changing or reshaping goals, and imagining new possibilities; and uses imagination freely, combining ideas or information in new ways, making connections between seemingly unrelated ideas, and reshaping goals in ways that reveal new possibilities.

Decision Making—Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving—Recognizes that a problem exists (i.e., that there is a discrepancy between what is and what should be); identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it; and evaluates and monitors progress, revising the plan as indicated by findings.

Seeing Things in the Mind's Eye (Mental Visualization)—Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, and other information—for example, the flow of work activities from narrative descriptions or the taste of food from reading a recipe.

Knowing How to Learn—Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations; and is aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (notetaking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning—Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem—for example, uses logic to draw conclusions from available information or applies rules and principles to a new situation.

Personal Qualities

Responsibility—Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task, and displaying a high level of concentration; and displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Self-esteem—Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of one's own impression on others; and knows own emotional capacity and needs and how to address them.

Sociability—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

Self-management—Accurately assesses own knowledge, skills, and abilities; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; and exhibits self-control and responds to feedback unemotionally and nondefensively.

Integrity/Honesty—Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the effects of violating these beliefs and codes on an organization, oneself, and others; and chooses an ethical course of action.

Reference: The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. *Skills and Tasks for Jobs: A SCANS Report for America 2000*, Table 2-1, pp. 2–4 through 2–10. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Teaching Strategies

Health Science Technology curriculum may be delivered by several teaching strategies. Health Care Science is an introductory class open to students in the 10th, 11th, or 12th grade, scheduled for one class period, and designed to teach basic skills and survey health careers.

Health Science Technology I and II for 11th and 12th grade students may be taught using cooperative training, preemployment laboratory, or clinical rotation as a teaching strategy. All use the essential elements prescribed for the first or second year of classroom study. All may place students in approved health care facilities, under professional instruction and supervision. Cooperative training and preemployment laboratories restrict a student to one area of health care for employment, while clinical rotation provides an overview of several areas or departments within a hospital. One or two years in a cooperative or preemployment laboratory prepares a student for entry-level employment. A year in rotation allows the student to make an informed choice of the health field, in general, and an occupation specifically.

The Distance Learning Program is offered through the Extension Instruction and Materials Center (EIMC), via the Teleconference Network of Texas. Distance learning is a method of educating students who are separated from the teacher by time and/or space through live, audioconference lectures similar to the typical conference call. Clinical experiences use clinical rotation as a teaching strategy.

Another type of teaching strategy is Magnet Schools, or High Schools for Health Professions. To enroll in a health magnet school, students must express interest in a health career. These schools are designed so that students spend their entire day in the school, taking all the courses required for graduation as well as studying Health Science Technology. The health magnet schools offer Health Care Science, both Health Science Technology I and II, and Health Science Technology III, with special approval. Such schools usually have excellent equipment for preemployment laboratories and a variety of teachers who are professionals in various health fields, as well as teachers of academic studies.

The advantage of this variety of teaching strategies is that a given school can select the program that is best suited to that particular community and its students. In each type of program the essential elements prescribed for that program are presented in class.

Student Selection

One of the most important factors in the success of any Health Science Technology program is the quality of students selected to enter training. This does not mean to imply that all students must be "A" or "B" students, but it does mean that they should possess the aptitude, interest, need, and other qualifications necessary for success in a particular occupational area. When students with disabilities are enrolled in HSTE programs, support services should be provided to help them to succeed.

Student Qualifications

Careful consideration by the teacher-coordinator of the factors and personal characteristics listed below is recommended when selecting students for a Health Science Technology Education program:

1. Interest in receiving training
2. Adaptability
3. Disciplinary record
4. School attendance records
5. Hobbies
6. Past work experience
7. Recommendations
8. Past employer's opinions
9. Other school activities
10. Personal appearance
11. Grades in high school
12. Personality characteristics:

    a. Punctuality
    b. Honesty
    c. Loyalty
    d. Alertness
    e. Accuracy
    f. Perseverance
    g. Cooperation
    h. Initiative
    i. Sincerity
    j. Willingness to work

Students who wish to develop skill in a vocation and who need and can profit by the training should be accepted into the program. Those who want to leave school early, who expect to be able to participate in many extracurricular activities, or who are emotionally unstable or immature should not, ordinarily, be accepted for the Health Science Technology Education program.

Student Applications

Much of the personal information about applicants can best be secured through an application form. Applications should be given to interested, *eligible* students. The application should become part of the student's permanent file. Application for Admission forms are found on pages 89 and 90 in Section IV.

Student Information Card

An information card for each student enrolled in the program is helpful to the coordinator. Pertinent information can be listed on a 3x5 index card which is easily carried by the coordinator. A sample of the type of information to be listed on the card is given on the next page.

Student Information Card

Name _____ Classification _____

Social Security No. _____ Locker No. _____

Address _____ Date of Birth _____ Age ____

Date Enrolled _____ Phone _____

Place of Employment _____

Address _____ Business Phone _____

Supervisor _____ Home Phone _____

Mileage from school to place of employment _____

Parent's Name _____

Parent's Address _____ _____

Place of Employment _____

(FRONT)

Schedule

Period	Subject	Room	Teacher
0			
1			
2			
3			
4			
5			
6			

Work Hours _____

(BACK)

PART 2: COOPERATIVE EDUCATION

- **Steps in Establishing a Cooperative Education Program**
- **Occupationally Specific Training Situations**
- **Working with a Training Sponsor**
- **Placement of Students**
- **Specialized Wage Regulations**
- **Teacher Visitation Record**

Steps in Establishing a Cooperative Education Program

STEP I: Present the idea to the school administrator. Contact key people engaging in health services in the community (doctors, dentists, hospital administrators, nursing home administrators, nurses, medical technologists, radiological technicians/technologists, and others) regarding the need and feasibility of training high school students in health occupations on a cooperative basis. Explain the objectives of the program and make sure that both objectives and policies are clearly understood.

STEP II: Survey students who will be enrolled in grades 10, 11, and 12 to determine their interest in training in Health Science Technology.

STEP III: If the above investigations are favorable, contact the Director, Health Science Technology Education Program, Texas Education Agency, and request assistance in providing additional information for planning and establishing the program.

STEP IV: When the need and adequate resources for conducting the program have been established, a request for the vocational unit should become a part of the school district's Foundation School Program Annual Application for Vocational Personnel Units.

STEP V: Organize a local advisory committee. Secure the assistance of the committee in locating a qualified teacher. The teacher should attend the first six weeks of summer teacher training sessions conducted at a designated teacher education institution before beginning employment.

STEP VI: Equipment, teaching supplies, and curriculum should be considered.

Occupationally Specific Training Situations

Schools may offer training in occupationally specific areas of Health Science Technology Education. The State Board of Education's *Rules for Curriculum* provides essential elements for these areas:

- Central supply aide
- Dental assistant
- Dental laboratory aide
- Diet clerk
- Electrocardiograph technician
- Home health aide
- Medical laboratory aide
- Medical office assistant aide
- Nursing assistant
- Nursing assistant, radiology
- Nursing assistant, respiratory therapy
- Physical therapy aide
- Surgical technician aide

The following occupationally specific areas do not have specific essential elements but may be used for training experience: biomedical instrument aide, electroencephalogram aide, emergency medical aide, environmental health aide, hospital entrance aide, orthotics aide, optometric aide, and occupational therapy aide. Other areas may be developed for training if justified by employment needs met through a cooperative arrangement.

Before a student is placed in a health care facility for training as a cooperative student, the teacher-coordinator must approve it.

The training station shall be evaluated on the willingness of the training sponsor to meet these criteria:

- Provide training according to program guidelines.
- Provide training as identified on the training plan developed jointly by the teacher-coordinator and employer.
- Provide the minimum of training hours required (10 or 15 hours per week).
- Pay a fair and equitable wage according to labor guidelines.
- Agree to review the student's progress regularly with the teacher coordinator.

Working with a Training Sponsor

Purpose of the Training Plan

A training plan is an organized plan of study, worked out by the employer and teacher-coordinator before or soon after the student is placed. The plan should be written on a form supplied by the Texas Education Agency and should be based on competency statements which are developed in consultation with the training sponsor. The plan should address the essential elements in Chapter 75 of the State Board of Education's *Rules for Curriculum*. Additional competencies, identified by the employer, should be included.

A training plan serves three purposes. First, it is a guide for both the employer and the teacher-coordinator in planning practical occupational experiences and individualized technical study for the student. Second, it provides a record of the student's progress on the job. Finally, it provides a record of related study materials.

Several visits with the training sponsor may be necessary for the completion of the training plan. During the first of these conferences, the three purposes of the training plan should be explained and all major points discussed.

Development of the Training Plan

1. Each occupational training area that has essential elements described in the *Rules for Curriculum* must include those essential elements on the training plan. Training should be reviewed with the employer to determine in what sequence tasks will be performed in order to relate individual instruction to occupational experience provided. The essential elements reflect minimum competencies to be developed within a course of study. Employer and instructors are urged to provide training to exceed these essential competencies.
2. The teacher-coordinator and training sponsor will determine which of the essential elements and other related training will be done on the job and which will be done in the classroom. A checkmark will be placed in the appropriate column on the training plan. This arrangement must be explained to the student.
3. Students are to be employed for a minimum of 0 to 15 hours per week. Students receiving a minimum of 15 hours of training per week receive 3 units of credit. Ten of the 15 hours must be during the school week. Students receiving a minimum of 10 hours of training per week receive two units of credit. All students enrolled in the same class period must receive the same number of credits.
4. Student trainees will contribute to the successful operation of their training stations and should be paid according to the same scale used for nonschool personnel filling the same jobs, typically minimum wage or higher.

Preparation of the Training Plan Form

An example of a training plan form is provided in Section IV on pages 105 and 106. The student must be employed at the time the plan is prepared. The cooperative training plan is an agreement between the school, the employer, and the student. It is not a contract. The plan should be written not later than two weeks after the opening day of school or, in the case of a transfer student, two weeks after entering the class. A separate form must be prepared for each student.

Blanks on the front of the training plan form should be filled in with the following information:

- Name of program and the high school offering the program
- Grade level, age, and sex of student
- Exact time that the related class starts

- Name and social security number of student
- Occupational objective and category code as shown on the PEIMS Report
- The official name of the training sponsor
- The name of the sponsoring ISD
- The wage offered
- The date the student is placed on the job by the teacher-coordinator
- Extension date, one or two years, depending on needs and classification of the student
- Probationary period, 30 days or less

The reverse side of the cooperative training plan shall contain a logical and systematic listing that the student is expected to acquire during the training period.

Required Essential Elements. Each experience listed under Required Essential Elements should be in the verb form and worded to complete the statement: "The student will be able to..." The order of training experiences shall be determined through planning with the employer.

To Be Done. The purpose of this column is to ensure that the student is making continuous progress. The column is used to record the type and frequency of the training experiences of the student on the job or in the related class. As the student fills out the weekly Wage and Hour Report, a tally can be placed next to the task. When the student is able to perform tasks successfully and without assistance, an "X" may be placed in the column or a date recorded. When the record of work is kept current, the teacher-coordinator can tell at a glance which competencies have been mastered and which the student has yet to experience.

Related Study Assignments. This column should contain technical information or topics directly related to the training experiences listed in the first column. These assignments form the basis for the student's individual study assignments. The order in which student assignments are listed should be determined through interviews with the training sponsor and should relate to work experiences. Assignments should also address areas such as related math, science, reading, safety practices and procedures, and operating principles and processes related to the occupation. Study guides and reference books related to the occupational objective should be used as resource materials. Each Related Study Assignment topic should complete the statement, "The student will learn..."

Additional Occupational Experiences. These tasks will be listed as determined during conference with the training sponsor. Related study assignments will be developed for each task.

The training plans should be used throughout the school year. When a trainee moves from one training station to another, a new training plan should be prepared. However, a new plan is not necessary for the second year for a student who participates in the program two years if there are no changes in the training station.

Students previously enrolled in other vocational courses may have already mastered some essential competencies. Teachers are encouraged to pretest students in order to determine their proficiency level of the minimum competencies.

Training Plan Submission

The training plan must bear the signatures of the student, parent or guardian, training sponsor or supervisor, and teacher-coordinator. The plan must meet minimum program standards for approval and be legible. Four copies of the training plan are required. One copy of the approved training plan shall be on file with the local education agency, one copy shall be given to the training sponsor or supervisor (employer), one copy to the student, and one copy kept on file in the classroom for instructional purposes.

Training Station Visitation

The cooperative teacher is required to make periodic visits to each training station to observe the progress of the student trainee. It is recommended that visitations be made at least every six weeks and as the need arises. Some problems may need to be dealt with by telephone. Instructors should document all visits and telephone conferences. A form that can be used for documentation is shown on page 62.

Placement of Students

For placement in a cooperative, a student in a cooperative program must be 16 years of age or older at the time school starts and in the 11th or 12th grade. A list of regulations regarding job ethics and school policies should be discussed with the student. The agreement to abide by the regulations and policies must be signed by the student, the student's parent or guardian, the teacher-coordinator, and the school principal or vocational director. Two factors are involved in the placement of students. One is the selection of a particular student by the training sponsor, and the second is working out the conditions and plan under which the student is to be trained.

Interview Schedule

On the basis of the initial interview with the training sponsor, the teacher-coordinator can determine, to some extent, what the employer looks for in an employee. The teacher-coordinator then can select the students who might be acceptable to the employer and give some background data on these students. An interview schedule can be arranged. More students than the employer has agreed to employ should be sent for interviews. After the interviews have been completed, the teacher-coordinator should arrange for a time to meet with the training sponsor to discuss the decision before students are notified of their selection. Additional interviews should be arranged for those students not selected by the first employer. These interviews should be in the occupation in which the students have expressed interest.

Students' Training Permits

In larger cities, students may need identification when their jobs require them to be off the school campus during school hours. A card, such as the one shown below, may be printed and issued to each student for identification purposes if one is not available at the school.

HEALTH SCIENCE TECHNOLOGY EDUCATION

TRAINING PERMIT

SCHOOL _____ DATE OF BIRTH _____

GRADE _____ TELEPHONE _____

ADDRESS _____ DATE OF APPOINTMENT _____

_____ is currently enrolled in the Health Science Technology Education Program. He/She is excused from school at _____ o'clock to go to work.

_____ _____

Parent Teacher-Coordinator

Specialized Wage Regulations

In selected cases, students may qualify for governmental agency wage benefit programs. Descriptions of these programs follow.

Job Training Partnership Act

This program is available to students from economically disadvantaged households in an effort to provide educational and employment training. Grant funding is variable since federal funding allotments change. Students must document eligibility through the JTPA coordinator, who completes the application process. If approved, the student is eligible for 200 hours of employment at minimum wage in a for-profit business or 500 hours in a nonprofit business.

At the completion of the 200- or 500-hour program, the current employer pays the student minimum wage or more while the student is enrolled in Health Science Technology Education. For more information, contact your local Council of Governments representative.

Targeted Jobs Tax Credit

This program is available to employers who hire targeted groups who tend to have a high unemployment rate or other special needs. The student-employee must be certified as economically disadvantaged and/or handicapped. The advantage to the employer (many chain organizations are already prescreening student-applicants because they know this) is that the employer receives a tax credit of 50 percent of the student's wages for the first year and 25 percent of his/her second year's wages.

The student who qualifies under the provision of having a disability would be served by the Special Education Department. The following guidelines are for assisting the employer in hiring an economically disadvantaged student enrolled in HSTE.

1. Prior to the first day on the job, the employer requests that the HSTE teacher begin the certification process with the student. (Some major corporations have the student use an 800 number to call their accounting office to initiate the certification process.)
2. The Family Income Questionnaire (FIQ) is completed by the student's parent and returned to the HSTE teacher.
3. The teacher attaches the Request for Certification form (Appendix B) to the FIQ and mails them to the Texas Employment Commission for verification of eligibility for the credit.
4. When the teacher receives verification from TEC, the Form 6199 is completed and forwarded to the employer for signatures.

For more information, contact:

Texas Employment Commission
Special Programs Department
TJTC Unit
TEC Building
Austin, TX 78778

Subminimum wages

There are a number of guidelines for employers and the HST teacher to follow when the employer decides to pay the student less than the current minimum wage. The application must be mailed and postmarked prior to the first day of employment. For applications, contact:

U.S. Department of Labor
Employment Standard Administration
Wage and Hour Division
555 Griffin Square Bldg., Room 506
Dallas, TX 75202

Teacher Visitation Record

Teacher/Coordinator _____ **Campus** _____ **Program** _____ **Year** ____

STUDENT	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY

V = Visitation T = Telephone Contact P = Parent Conference

PART 3: CLINICAL ROTATION

- **Steps in Establishing a Clinical Rotation Program**
- **Suggested Guidelines for HST I, Clinical Rotation**
- **Suggested Guidelines for HST II, Clinical Rotation**
- **Overview of Clinical Rotation**
- **Clinical Rotation Activity Checklists**
- **Statement for HST I (Clinical Rotation)**
- **Student's Weekly Clinical Rotation Report**
- **Problems and Pitfalls**
- **Affiliation Agreement**

Steps in Establishing a Clinical Rotation Program

STEP I: Present the idea to the school administration. A written proposal is advised. Visitation to an established program is helpful.

STEP II: Contact key people in a local health facility regarding the feasibility of rotating high school students in a Health Science Technology program through departments of the facility to observe professionals at work in a health care setting.

STEP III: Survey students who will be enrolled in grades 10, 11, and 12 to determine their interest in a clinical rotation program. Be sure that students understand the difference between a cooperative program and a clinical rotation program.

STEP IV: Prepare an Affiliation Agreement clearly stating the responsibilities of all parties concerned.

STEP V: If the above investigations are favorable, contact the Director of Health Science Technology Education, Texas Education Agency, and request assistance in providing additional information for planning and establishing the program.

STEP VI: When the need and adequate resources for conducting the program have been established, a request for the vocational unit should become a part of the school district's Foundation School Program Annual Application for Vocational Personnel Unit.

STEP VII: Organize a local advisory committee. Secure the assistance of the committee in locating a qualified teacher. The teacher should attend the first six weeks of summer teacher training sessions conducted at a designated teacher education institution before beginning employment.

STEP VIII: Equipment, teaching supplies, and curriculum should be considered. Suggested Guidelines for Health Science Technology I, Clinical Rotation, and for Health Science Technology II, Clinical Rotation, are found on the following pages.

Suggested Guidelines for Health Science Technology I, Clinical Rotation

Overview: Clinical experience provides opportunities for students to integrate learning, apply theory to practice, acquire psychomotor skills, and make the transition from student to professional person.

Focus: Clinical Rotation I will concentrate mainly on patient care with limited elective areas of interest. Elective areas of interest are encouraged where HSTE is taught in the 11th grade only.

Terms and Definitions

clinical rotation—a strategy for teaching Health Science Technology that differs from the traditional in both philosophy and implementation. The emphasis is on investigation and observation of a large variety of health care areas rather than on a single health care field. Students rotate among the various divisions of a health care facility or various facilities in the community to become familiar with as many different phases of health care as possible.

cooperative training—provides classroom instruction and on-the-job supervised training for high school students preparing to enter an occupation in the health field.

direct supervision—means that the supervisor is present in the same building as the person being supervised and is available for consultation or assistance.

indirect supervision—means that the supervisor shall be available either in person or through electronic means to provide instruction, consultation, and referral to appropriate services as needed.

preceptorship—method for promoting anticipatory socialization to the working role of a professional in a health care organization by facilitating adjustment prior to graduation from the nursing program.

station—the health care facility, physician's or dentist's office, clinic, nursing home, or other establishment through which a student may rotate for observation.

Suggested Guidelines

1. Students must have direct, professional supervision during rotation.

2. The minimum number of hours of each rotation should be 12, and the maximum should not exceed 24 hours.

3. Students should rotate through at least six areas during the school year, but they may add more as are available within the local area. These areas may include, but are not limited to, the following departments and facilities:

   a. Dental laboratory
   b. Dental office
   c. Dietary service
   d. Medical laboratory
   e. Medical records
   f. Nursing
   g. Pharmacy
   h. Physical therapy
   i. Radiology
   j. Respiratory therapy

4. Clinical experiences that are not congruent with a program's stated philosophy and objectives should not be affiliated or continued.

5. Students should have information pertinent to the profession given in the classroom before the rotation takes place.

6. The student should not be placed at a clinical rotation site further than ten (10) miles from his/her respective school.

7. Students in clinical rotation do not receive pay for the time spent in the health care facility.

8. Students in clinical rotation for two-hour blocks of time are not mixed in the same class with cooperative students with three-hour blocks.

9. Clinical rotation students can be mixed with cooperative students if both methods of teaching carry the same number of hours.

10. Students should be monitored by—
    a. supervisor of each rotation and
    b. activity list of each rotation.

11. The number of students rotated at a station shall depend on the following criteria:

    a. Number of professionals available for direct supervision
    b. Size of station
    c. Number in class
    d. Competition from other professional training programs
    e. Type of service provided by station
    f. Students' areas of interest and aptitude
    g. Ethical and moral implications
    h. Client and patient rights
    i. Limits set by staff
    j. Geography of station and transportation provided

Developed July 1989

Suggested Guidelines for Health Science Technology II, Clinical Rotation

Focus: The second year of clinical rotation will concentrate on the health care industry and selected areas of interest for advanced study.

Objectives: Health Science Technology II, clinical rotation, shall:

- expose the student to careers within, as well as equipment and technology currently used, in the health care delivery system;
- provide opportunities for effectively performing skills which are taught in the HSTE classroom and practiced in the health care facility;
- insist that the student demonstrate skills by overt action;
- introduce the responsibilities of a health career including the development of healthful practices that model a personal valuing of health;
- ensure that the student is willing to abide by the health facility rules and regulations;
- encourage cooperating agencies to accept the developmental level of the individual student and allow for growth through counseling and guidance;
- ensure that an orientation is offered designed to give the clearest possible explanation of a clinical area;
- discuss all areas of health care as well as direct patient care;
- teach safety as a vital part of all clinical areas, as well as the classroom; and
- identify methods used in the health industry to finance the cost of health care, to select the appropriate facility, and to lower costs through prevention and maintenance of good health.

Terms and Definitions

community agencies—groups within a community, supported by private or governmental funds, which provide some type of health care. Agencies could include, but not be limited to, the following: American Cancer Society, American Heart Association, American Lung Association, American Red Cross, Department of Human Resources, Diabetes Association, March of Dimes, MHMR, Scoliosis Research Society, Texas Department of Health, and agencies for home health care and sheltered homes.

entrepreneurship—the organization, management, and assumption of risks of a health care enterprise.

free enterprise—the health care environment which encourages anyone to establish a business or open an office (e.g., medical rentals, pharmacies, private practice).

management—those who conduct or supervise a health care facility or department within a facility (e.g., hospital or nursing home administrators, directors of nursing).

Suggested Guidelines

Classwork must address those essential elements mandated by the State Board of Education for Health Science Technology II and those common to all vocational programs. In addition, the student should have in-depth information in the classroom pertinent to the profession being observed. New areas of the health care industry should be emphasized. Instruction could include, but not be limited to, health economics, management of health care facilities, community agencies, and participation in free enterprise as an entrepreneur.

Students should be allowed to take HST II without having taken HST I. The program lends itself to individualization.

As suggested in the guidelines for HST I, students should have a minimum of six rotations. Guidelines for HST II should have flexibility to allow for rotations shorter than the 12-hour minimum suggested for HST I. Community agencies might allow students only one visit requiring clustering of some short rotations. Students have a wide range of ability so time must be varied for development of knowledge and skills.

Location of a rotation might be the same (hospital) for the second year, but content should be different. Students move from basic orientation suggested for HST I to focus for HST II. Rotations should have multilevel opportunities with a plan for "in more depth" study.

Developed July 1990

Overview of Clinical Rotation

Clinical rotation differs in some ways from the more traditional teaching strategies. Class periods are two- to three-hour blocks of time, and students earn two or three graduation credits for successful completion during the school year. Over the course of the year, students spend about half their time in the classroom and the other half in the clinical facility. In the classroom, the essential elements are presented. These concepts are later incorporated into clinical experiences in the health care facility. Students rotate among the various clinical areas of the health care facility rather than concentrating on a single area. Some students may rotate from facility to facility while observing professionals in private practice or in nursing or convalescent homes.

While assigned to a given station, the student observes procedures, and aids in some activities. A Clinical Activity Checklist is prepared by the instructor and the health care professional for that station. This lists the activities that the student will encounter in the rotation. It should be completed by the end of the rotation and returned to the instructor. The publication *Clinical Rotation in Health Occupations I* (EIMC, 1988) offers objectives, activity checklists, and learning activities for fifteen occupations, plus checklists only for four additional occupations. This *Handbook for Instructors in Clinical Rotation* (EIMC, 1991) has teaching objectives and suggested checklists, some revised and some for additional areas. All are based on the essential elements listed in the State Board of Education *Rules for Curriculum,* 1988.

Students must be evaluated to determine that learning is taking place. Evaluation forms are given to the health care professional who supervises the student in the clinical setting. Students may also evaluate both positive and negative aspects of each rotation for themselves. Evaluations must include tests and class performance combined with progress at the health care facility. Also, students are evaluated on independent study assignments for each clinical area.

Student Requirements

Clinical rotation experiences as a part of the Health Science Technology I program follow guidelines prepared by the Texas Education Agency. There are other programs, but they all have the same requirements:

- Students must be in the 11th or 12th grade.
- Students must have successfully completed Health Care Science, or will complete the essential elements for Health Care Science concurrently with Health Science Technology I.

In most cases it is recommended that students be at least 16 years of age prior to clinical experiences and that students have credit for Biology I or be concurrently enrolled in Biology I.

Enrolling Students

In enrolling students, schools will, of course, adhere to state requirements, but local schools usually have individual requirements as well. The teacher will need to work with counselors and administrators in determining the criteria for accepting or rejecting students in the program. The following items may be considered in determining minimum admission criteria:

- Evident interest in a health career
- Test scores
- Past school history
- Academic achievement
- Attitude regarding attendance and punctuality
- Ability to accept authority

However, it is important to recognize differences in students, and often students who were poorly motivated in the classroom improve dramatically in clinical rotation experiences. Experience shows that, as a rule, students with a satisfactory grade point average are most successful. In short, students will be selected on the criteria that are viable in a particular school, with the understanding that these students will represent the school in the community. The instructor must also be sensitive to the attitudes of the personnel at the cooperating health care facility.

Every student should be interviewed before he/she is accepted. This is the best way to explain clinical rotation to the student, and it provides an opportunity to learn more about the student. An application form for interested students is found in Section IV on page 90. Once a student is accepted in a clinical rotation program, the rules of conduct and requirements for participation are explained. The student must sign a statement, agreeing to follow program policy. A student agreement form is shown in Section IV, pages 107 and 108.

Selecting Rotation Stations

When enrolling students, and before school begins, the teacher-coordinator must also work with the health care personnel to determine which areas the students will be able to observe. In selecting stations, you should consider those which are of greatest benefit to students, those which are of most interest to students, and, most importantly, which areas are available to your students. The hospital administrator, the in-service director, and the various division supervisors will provide help in establishing the program.

After the areas for clinical experience have been determined, the next step is preparation of a student rotation schedule. The personnel at the health care facility need to know which students will be on their service at a given time, and students need to know when they are to rotate and where to go. Every student, every station, and the length of time a student will stay in that station are listed on the schedule.

It is desirable for students to be able to make some choices concerning the rotations they will attend, but the ultimate responsibility for their placement is the teacher's. Also, the length of time that each student remains in a station, how many and which students are there at the same time, and which stations are chosen are all responsibilities of the teacher. Some schools move students at weekly intervals, some allow them to return to an area of particular interest, some students remain in a given area longer than others, but all of this scheduling must be planned and recorded. Also, it is best to move students individually. In Section IV on page 109 is an example of a partial rotation schedule for thirty students. A rotation schedule for a student is shown on page 110.

Each student must have a copy of his/her schedule, either for a year at a time or for six weeks, so they will know where they are expected to be. Also, clinical personnel need a copy of the schedule so they will known whom to expect and when they should be there.

Recording Clinical Experience

The HSTE instructor will work with personnel in hospitals, clinics, nursing homes, or individual practitioners' offices to determine what experiences are available. These are recorded on an activity checklist. Some of these activities can be integrated into classroom lessons. Students are expected to complete individual study assignments related to the checklist activities before reporting for the initial session of a rotation.

On the following pages are two examples of activity lists developed for a specific rotation.

Name _____ Supervisor _____
Date of Rotation: From _____ To _____

Clinical Rotation Activity Checklist
Medical Office

This activity checklist is intended as a guideline for the clinical area. Other activities may be added at the end. The list should be completed, signed by the supervisor, and returned to the health occupations instructor at the end of the rotation.

Activities	Observed	Aided	Date	Initial
1. Locating safety devices				
2. Identifying career opportunities				
3. Using asepsis				
a. hand washing				
b. autoclave				
c. chemical disinfection				
d. sterile technique				
4. Measuring vital signs				
a. temperature				
b. pulse (radial and apical)				
c. respiration				
d. blood pressure				
5. Measuring height and weight				
a. adult				
b. infant				
6. Positioning a patient				
7. Doing a physical examination				
a. general				
b. eye, ears, nose, throat				
c. gynecological				
d. pediatric				
8. Performing routine procedures				
a. suture removal				
b. minor surgery				
c. electrocardiogram				
d. chest X-ray				
9. Additional activities				
_____				
_____				
_____				

Name _____ Supervisor _____
Date of Rotation: From _____ To _____

Clinical Rotation Activity Checklist
Nursing (Surgery)

The student will read and study departmental policy and procedure manuals for medical nursing. The student will either observe or aid in the performance of the activities.

	Activities	Observed	Aided	Date	Initial
1.	Taking vital signs				
2.	Removing and storing prosthetics				
3.	Removing cosmetics				
4.	Preparing patient's skin prior to surgery				
5.	Checking preoperative list				
6.	Helping patient into hospital gown				
7.	Helping transport patient to surgery				
8.	Making a surgical bed				
9.	Helping move patient from stretcher to bed after surgery				
10.	Raising bed rails to protect patient				
11.	Observing the patient for postoperative problems				
12.	Applying surgical hose				
13.	Applying binders or bandaging				
14.	Additional activities				
	_____				
	_____				
	_____				

Student Evaluation

As in all teaching/learning, students must be evaluated to determine that learning is taking place. The health care professional who supervises the student during a rotation is asked to evaluate the student's participation in the learning experience. However, a checklist of the things the student should have either observed or performed will be helpful in keeping track of student progress. Total evaluation must include tests and class performance combined with progress at the health care facility. The student, the parent, the school, and the health care facility all need to know what progress the student is making. The Clinical Supervisor's Evaluation Sheet is on page 94 in Section IV.

Beginning the School Year

When the school year begins, students usually spend the first three to six weeks in a two-hour class for orientation. At this time students are introduced to clinical rotation and to the student organization, Health Occupations Students of America. Also, many essential elements common to all vocational programs, as well as some of those for Health Science Technology I, are introduced. Topics students should address before they start their clinical experiences may include a review of vital signs, ethics, infection control, human relations, communication skills, and a thorough understanding of their responsibilities as a health care student at school and at the clinic. The purpose of the statement for Health Science Technology I (Clinical Rotation) is to prevent students, their parents, or the school from holding the private clinical facility liable for any harm or injury to a student while he/she is observing or aiding in the clinic. The form is found on the next page.

During this time you may choose to take your students to the health care facility to introduce them to the personnel, show them the various areas, and, in general, prepare them for their experiences on rotations. When students are ready, they are then assigned to rotation stations in the clinic. Usually they spend three days a week, two hours a day, at the clinic and two days a week, two hours a day, in the classroom. In this way, it is possible to correlate clinical experiences with classroom learning. Part of the class time will be spent in individualized study pertaining to the area to which the student is assigned.

The Student's Weekly Clinical Rotation Report (see page 76), will help the instructor to discover whether the student has had an opportunity to observe relevant procedures and if these seem important to the student.

Affiliation Agreement

One of the first documents needed is an Affiliation Agreement. The last form in this Clinical Rotation section is an example. The agreement is between the school and the cooperating health care facility. The purpose is to delineate the responsibilities of the school and those of the health care facility, in conducting clinical rotation experiences. Every agreement must be carefully considered and address as many of the pertinent concepts as possible.

Statement for Health Science Technology I (Clinical Rotation)

I understand that (Name)_____

is a student in Health Science Technology I (Clinical Rotation) and will rotate through

(Name of Facility)_____

as an unpaid student observer. I understand that the owner of the facility

_____

cannot be held liable for accidents that occur while the student is observing there.

The students must provide for any incurred medical expenses.

Parent Signature _____ Date _____

Student Signature _____ Date _____

Student's Weekly Clinical Rotation Report

This form must be filled out on the Monday after a week of rotation. It should be given to your instructor during class.

Rotation Assignment	Date
Student Name	Supervisor

1. Summarize your responsibilities and duties this week.

2. Describe new information or skills that you learned.

3. Record the best thing that happened at the clinic this week.

4. Describe the worst thing that happened at the clinic this week.

5. If #4 was a mistake, how was it corrected?

6. This week was (circle one)

   GOOD FAIR BAD DISASTROUS

   Why?

Problems and Pitfalls

In beginning clinical experiences, because of the involvement of such a variety of persons and institutions, the opportunity for misunderstanding is magnified. These are a few of the problems that one might anticipate.

Makeup Work for Students

If students miss a class, even though they have a valid excuse, makeup work is extremely difficult to manage. Experiences missed are not always repeatable. Written work to supplement information missed is seldom adequate. Sometimes it may be possible, if a rotation schedule is flexible enough, for the student to join another student who is in the missed station to make up the time missed. This requires the cooperation of the clinic personnel, and it may disrupt other schedules. However, if the absence is excused, there probably should be no penalty other than the lack of the information missed.

Improper Behavior

In spite of all efforts to explain to students the gravity of their behavior, sometimes they fail to remember all warnings. If you receive a complaint from a professional in the clinic facility, the instructor must see the complaint at once. The student should be contacted and counseled. Hopefully, the student can present an acceptable apology. If all else fails, the student will be removed from rotation. Even if it seems harsh, the clinical personnel must be pacified. The agreement signed by the student should iterate rules of behavior.

Academic Problems

Sometimes, in spite of careful screening, students fail to complete academic requirements. If this happens, the teacher should find out what problems there are, and ways to help the student improve. Counselors may be useful in assigning remedial work if needed. However, if the student still fails after all efforts have been exhausted, the student may be dismissed. This possibility should be addressed in the student agreement.

Student Incompatibility

Occasionally, students who are placed in the same area are not compatible. If students cannot resolve their differences, the best remedy is to move one of them, without rancor, and thus relieve strain among class members. These changes are not easy to schedule, but the inconvenience may be preferable to tension.

Insurance

The matter of insurance for students is a concern that should be resolved with the school, the health care facility, and the student (parents). In some cases, the school provides insurance for students who are off campus. In others, the receiving health care facility provides insurance coverage for everyone while they are in the clinic. In other cases, neither the school nor the clinic provides insurance, and some parents provide insurance. This item may be addressed in the affiliation agreement.

The problem of malpractice insurance for students should be discussed with the director of the health care facility. In general, students are not likely to be liable, but the teacher must be guided by local opinion.

Student drivers are responsible for their own automobile insurance.

Transportation

Students obviously must leave school to participate in clinical rotation. Some schools provide a school bus to transport students to and from the health care site. More often, students are required to provide their own transportation. When interviewing students for entry into clinical rotation, transportation should be discussed. In some cities, public transportation is available, but in others students must depend on private cars.

Uniforms

Students should wear some sort of identifying apparel while they are in the health care facility. The type varies depending on local policy, but uniforms are important for several reasons. It is best that all hospital personnel recognize the class as high school students. It is helpful for patients to know that they are students. It also gives students a feeling of belonging to a rather select group. And, in some instances, it ensures appropriate dress. Students should also wear name tags at all times when on duty. These things are usually not a serious problem, but are nonetheless important.

Exposure Control

OSHA has regulations and guidelines that must be taught to each student enrolled in Health Science Technology Education. The Department of Labor will provide resources for instructional use.

Affiliation Agreement*

Clinical Rotation for
Health Science Technology Education I

This agreement is by and between _____ Independent School District and *Name of the Health Care Facility* for the operation of the general and technical aspects of the Clinical Rotation, at _____ High School.

The _____ Independent School District agrees to assume the following responsibilities:

1. Assign students to the specific areas of rotation.
2. Provide clinical personnel with learning objectives for the students in each rotation area.
3. Actively communicate with personnel of all clinical facilities and students to coordinate the program.
4. Instruct students to maintain the confidentiality of all patient records and to ensure student cooperation.
5. Maintain records of student progress and evaluate student learning.
6. Observe policies of each health care facility regarding patient care.

The health care facility agrees to assume the following responsibilities:

1. Be responsible for the total welfare and care of patients.
2. Directly supervise students in performance of all skills and procedures.
3. Explain clinical routines, procedures, and policies followed in the health care facility.
4. Assist in evaluating student progress and performance.

The school faculty member will be the liaison between the student and the health care facility for the development of the student's knowledge and skills.

All activities, functions, or duties of the student are to be performed under the direct supervision of qualified health personnel.

The school and the health care facility each have a distinct, yet cooperative responsibility for the education of each student. The facility will provide progress reports as needed if there are areas of concern regarding a student's attitude or performance. The facility retains the right to request reassignment of the student. Reassignment requests should be in writing.

*Based on Affiliation Agreements from Aldine High School, Houston, Texas; Everman High School, Everman, Texas; and Sherman High School, Sherman, Texas

This agreement provides for continuing communication between the facility and the school as necessary to provide optimum experience for student learning. An annual evaluation and review of this agreement is expected.

Either party may discontinue this agreement upon sixty (60) days' written notice to the other; however, this termination should only occur at the end of an academic semester in which students are registered. The party desiring the termination shall arrange for a conference with the other participating agency.

In keeping with Title VI of the Civil Rights Act of 1964, no person shall, on the grounds of race, sex, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity included herein.

_____ _____

Signature of school official Signature of official of facility

_____

Signature of Health Science Technology instructor

PART 4: OTHER TEACHING STRATEGIES

- **Steps in Establishing a Laboratory Program**
- **Addressing Special Needs**

Steps in Establishing a Laboratory Program

Preemployment laboratory (PEL) programs are designed to develop entry-level skills in occupationally specific areas of health care. Skills are learned in a laboratory setting with the latest equipment. Classes are two to three hours in length per day.

STEP I: Identify need of HSTE program. Preemployment labs should be established when (1) the need is great enough that a PEL unit would be needed to meet the demand in a specific occupational area and (2) the skills can be taught in a laboratory setting.

STEP II: Identify students who are interested in and can benefit from the program.

STEP III: Identify facilities and equipment.

STEP IV: Organize an advisory committee.

Addressing Special Needs

In the adult world of work, there will always be individuals who learn and work at faster or slower paces than the majority. Because integrating of personnel with ranges of learning styles and paces will occur after the student leaves the educational setting, it is appropriate to create a similar environment in the classroom. Exposure to and cooperation with a cross section of traits and abilities while still in school provides numerous employment preparation opportunities.

Instruction in the essential elements may be modified for students with identified needs, as appropriate, under the provisions of TAC 75.4, which relates to special populations and programs. A number of instructional strategies that may be used to meet the unique educational requirements of the special populations are listed below. Please refer to special needs sections of curriculum guides for additional listing and discussion of individualized strategies. The newest curriculum guides from EIMC/Educational Resources include a section on special needs adaptations.

Instructional Strategies

Grouping. The HSTE teacher can often be more effective in instructing special populations when they are arranged in homogeneous groups of various sizes according to their occupational goals, interests, or ability levels. Heterogeneous grouping is also necessary to develop cooperative skills necessary for success in real-world occupational settings. Individual responsibilities within a group should vary according to the desired outcome for each student.

Pacing. The HSTE teacher can accommodate the different rates of learning by allowing more time for slower students and providing enrichment for others. All students should be expected to perform each assigned task up-to-standard; however, all students need not perform exactly identical tasks. Individualized instruction according to occupational objective provides many opportunities to remediate and reteach special populations of students.

Teacher-learner contracts. The HSTE teacher can develop a contract with the special populations student which addresses the specific details (task, time limit, procedures, expected results, rewards/consequences, signatures by all parties). Students can be expected to assume more personal responsibility for learning when they have received and accepted a formal statement of expectations. Further, students can track their own progress, identify their own mistakes, and propose their own solutions to problems as they work through a specific sequential set of procedures.

Support aides. The HSTE teacher can use the volunteer services of classroom peers, parents, and others to assist special learners in mastering concepts. Computer-assisted instruction, manipulatives, and developmental projects promote active learning experiences. Brief or extended internships may be arranged in the business community for students needing practical experience before seeking employment.

Subdividing information into smaller portions. The HSTE teacher can divide an instructional concept into smaller, more easily mastered bits of information. Students may then assimilate components of information into a mastered competency. It is important for each student to experience success in small steps leading to success in large projects. Students should develop skill in transferring small component skills into various applicable situations.

Motivational environment. The HSTE teacher should provide a supportive atmosphere for learning for all students, giving constructive feedback when necessary as might occur on the job. Each student should receive appropriate personal words of encouragement daily in order to feel a sense of accomplishment. Students should develop personal goals for learning and relating individual concepts and skills to their occupational objective.

Equitable distribution. The HSTE teacher must give diligent attention to providing equal opportunity to participate in class activities for each student on a daily basis. Each student

should be heard responding in class discussion, receive appropriate feedback according to the response, and be made to feel comfortable and valuable in each class each day.

Nonnative Speakers of English

Nonnative speakers of English provide challenges and opportunities to the Health Science Technology Education teacher. One of the first challenges is that many nonnative students arrive in the United States with only minimal competence in understanding written and/or oral English. Although many of these students have had many more years of study of the English language than any U.S. students have had in a foreign language, classroom instruction is still not adequate preparation for total immersion in an English-speaking culture. It is helpful to call on the student before asking him/her a question, in order to allow plenty of time for the student to hear the question, translate it into the native language, formulate an answer in the native language, and translate it back into English. Writing information on the chalkboard or overhead transparencies enables the student to correctly copy the information in order to follow up with additional study/translation afterwards.

A second challenge these students face is that the medical terminology throughout the Health Science Technology curriculum compounds the basic language deficit. Consider the difficulty that native speakers of English have in mastering medical terminology, and one can understand the difficulty nonnative speakers have.

An additional challenge is understanding the slang expressions used by classmates and instructors. Nonnative speakers may feel left out of humorous and/or serious exchanges among students when slang expressions are used. The "buddy system" might be used to pair a willing student with the nonnative student in order to translate the exchanges when necessary. When the instructor must be absent, be certain to let the substitute know about the "buddies."

A final challenge the nonnative student faces is comprehending basic abbreviations, since their foreign language/English dictionaries rarely contain abbreviations such as L.P.T. for licensed physical therapist. The instructor might compile, duplicate, and distribute a list of commonly used abbreviations so that the nonnative speaker has a ready reference to be used during class and while studying at home. The use of such a list might be appreciated by native speakers, as well.

The preceding paragraphs might indicate that having nonnative speakers in the classroom is a hardship for the instructor. Any minor inconveniences are easily offset by the opportunity that nonnative students can give to their classmates, which is to open the doors of their homeland to our untraveled students.

Three useful publications for teachers or administrators with students with limited English proficiency are available from EIMC/Educational Resources:

- *Developing Programs for LEP Students in Vocational Education*
- *LEP Handbook for Co-op Teachers* (of LEP students)
- *Conference Leader's Guide for ACCESS Team-Workshop for Teachers with LEP Students*

SECTION IV

Useful Forms

Health Science Technology
Cooperative Program Application
_____ High School

Personal Data

Name _____ Date _____

Date of Birth _____ Social Security # _____ Grade _____

Mail Address _____ Home Phone _____

Father _____ Occupation _____ Employer _____

Mother _____ Occupation _____ Employer _____

School Data for CURRENT YEAR (19____ - _____)

	COURSE	TEACHER	MIDTERM GRADE
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			
8th			

Days absent this year? _____ Why? _____

Days in detention/SAC/Saturday School? _____ Why? _____

Extracurricular activities during high school? _____

_____

Courses planned for next year? _____

Job Training Data

Current employer _____ Your job _____ How long? _____

Have you worked elsewhere? _____ Where? _____ How long? _____

Have you ever been fired from a job? _____ Explain _____

What is your career objective? _____

How will being enrolled in the HSTE Cooperative Program help you to attain your goal?

_____

What are your immediate plans after high school? _____

Application for Admission*
Health Science Technology Education—Clinical Rotation

Name _____ Current date _____

Home address _____

Social security number _____ _____ _____ Home telephone _____

Age ____ Date of birth ___ _____ _____ Current grade level _____ Sex _____

Name of parent or guardian _____

Parent's occupation and employer _____

Are you living with your parents? _____

Do you have a driver's license? _____ Do you have your own transportation? _____

List the classes you took last year and show the grade earned.

1. _____ _____ 4. _____ _____

2. _____ _____ 5. _____ _____

3. _____ _____ 6. _____ _____

Are you now, or have you ever been, enrolled in a vocational class? _____

If so, which one? _____

Name a teacher you have this year.

Teacher _____ Course _____

All students, regardless of race, color, sex, religion, creed, national origin, or handicapping condition are encouraged to consider enrolling in a vocational education course.

_____ _____

Student Applicant Parent or Guardian

*Based on Application for Admission form, Sherman High School, Sherman, Texas

Student Data Sheet

_____ High School, 19____

Health Science Technology Education

Student Name _____ Grade _____ Locker _____

Class Schedule:

Period	Subject	Teacher	Room
1			
2			
3			
4			
5			
6			
7			

Organizations:

Name	Sponsor	Room

Schedule for Work or Rotation:

Day	Regular	Alternate
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Transportation:_____

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Student Record

Health Science Technology Education

School: _____ Instructor: _____

School Address: _____ Phone: _____

Student: _____ Social Security No.: _____
Last First Middle Date of Enrollment: _____

Student's Home Address: _____ Date of Birth: _____ Phone: _____

_____ Age: _____ Sex: M F

Racial/Ethnic Designation: _____ Special Needs: _____

In Case of Emergency:

Contact: _____ Bus. Phone: _____

Address: _____ Home Phone: _____

OR: _____ Phone: _____

Address: _____ Home Phone: _____

Family Doctor: _____ Phone: _____

Insurance Company: _____ Policy No.: _____

Special Medical Needs: _____

PRIOR WORK EXPERIENCE AND COOPERATIVE EDUCATION TRAINING

Dates of Employment	Job Title	Employer	Supervisor	Address of Employer	Phone

SUMMARY OF COMPETENCE

Course: _____ Date of Completion: _____

Total Hours Absent: _____

Total Times Tardy: _____

Total Class Hours: _____ Total On-the-Job Training: _____

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Job Performance Evaluation (Cooperative)

Health Science Technology Education - _____ High School

Student _____ **Training Station** _____ **Date** _____

As a training station, your business is considered a laboratory (1) for practicing principles learned in the classroom and (2) for introducing additional job-related activities necessary for competency in the student's career objective. *Your student-trainee's grade is based on a combination of his/her performance in the classroom and on the job.* Please circle the appropriate number in each category below to indicate the level of mastery or performance of your student-trainee.

1.	**Knows job responsibilities:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	doesn't know overview	knows overview only	knows most details	knows all details
2.	**Industry:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	never works hard	sometimes works hard	usually works hard	always works hard
3.	**Quality of work done on routine tasks:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	never neat &/or accurate	sometimes neat &/or accurate	usually neat & accurate	always neat & accurate
4.	**Enthusiasm for job:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	dislikes job	indifferent to job	interested in job	much enthusiasm for job
5.	**Supervision required on routine tasks:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	needs constant supervision	needs some supervision	finishes assignments with little supervision	finishes assignments & takes initiative
6.	**Judgment shown on the job:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	poor and lacks confidence	usually correct but with confidence	usually correct and for level of training	clearly outstanding
7.	**Use of human relations skills:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	seldom tactful, poised	tries to be tactful, poised	often tactful, poised	always tactful, poised
8.	**Appearance and grooming:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	never cheerful, neat	sometimes cheerful, neat	usually cheerful, neat	always cheerful, neat
9.	**Response to suggestions made by your supervisor:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	rejects suggestions	accepts suggestions	welcomes suggestions	asks for suggestions
10.	**Results of suggestions:**			
	1-2	**3-4-5**	**6-7-8**	**9-10**
	no improvement	slow improvement with supervision	steady improvement with supervision	steady improvement without supervision

Signature of Training Sponsor/Evaluator _____

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Clinical Supervisor's Evaluation Sheet

Clinical Supervisor _____ Rotation Area _____

Student Name _____ Date _____

Please evaluate the student in the following areas. Use the following scale:

1 = Excellent
2 = Satisfactory
3 = Poor
4 = Unsatisfactory
NA = Not Applicable

	Score	Comments	Initials
1. Participation			
2. Attitude toward work			
3. Behavior to patients			
greeting			
smile			
nonverbal communication			
helpful attitude			
4. Dress and appearance			
5. Punctuality			
6. Observes rules of department			

Additional Comments:

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Supervisor's Evaluation Form
Health Science Technology Education

Student Name: _____

High School: _____ City: _____

Employer's Name: _____ Department _____

Student Job Title: _____

Dates of Work Experience: From _____ to _____ No. Hrs. Completed _____

Absences: _____

WORK PERFORMANCE RATING SCALE
(To be completed by employer or immediate employee-supervisor)

Directions: Evaluate the student-employee by circling the appropriate number. The scale proceeds from a LOW of 1 to a HIGH of 5. If an item does not apply, do not circle it. If this job has special requirements not listed, please add below.

Personal Qualities

1.	Appearance	1 2 3 4 5
2.	Stamina	1 2 3 4 5
3.	Standards of sanitation	1 2 3 4 5
4.	Emotional maturity	1 2 3 4 5
5.	Enthusiasm	1 2 3 4 5
6.	Intellectual curiosity	1 2 3 4 5
7.	Attitude toward job	1 2 3 4 5

Human Relations

1.	Relationships with employer or supervisor	1 2 3 4 5
2.	Relationships with fellow employees	1 2 3 4 5
3.	Relationships with public	1 2 3 4 5
4.	Ability to accept and follow directions	1 2 3 4 5
5.	Ability to accept criticism	1 2 3 4 5
6.	Ability to communicate	1 2 3 4 5

Work Performance

1.	Attendance and punctuality	1 2 3 4 5
2.	Efficiency and productivity	1 2 3 4 5
3.	Initiative	1 2 3 4 5
4.	Adaptability	1 2 3 4 5
5.	Dependability in completing assigned tasks	1 2 3 4 5
6.	Gets good results (products)	1 2 3 4 5
7.	Creativity (if applicable)	1 2 3 4 5

Technical Skills

1.	Improvement of skills	1 2 3 4 5
2.	Accuracy of performance	1 2 3 4 5
3.	Ability to develop and use work simplification techniques	1 2 3 4 5
4.	Increased knowledge	1 2 3 4 5

General Comments and Impressions

Please discuss any outstanding qualities, weaknesses, or difficulties. Summarize the overall performance of the student-employee. (Use another sheet if necessary.)

_____

_____

_____

_____

_____

Rating of Work Performance

Please check the category that best describes the student-employee's overall work performance. The check may be placed at any point of the scale.

1	2	3	4	5
Unsatisfactory	Marginal	Adequate	Good	Excellent

I (have, have not) discussed these ratings with this employee.

_____	_____	_____
Evaluator's Signature	Position/Title	Date

Teacher-Coordinator's Comments

_____

_____

_____

_____

Teacher-Coordinator's Signature _____ Date _____

Student Acknowledgment

After discussing my work experience with _____, I am aware of the above.

Student's Signature _____ Date _____

Monthly Training Experience Log
Health Science Technology, Cooperative

Hours and Wages

For Month of _____
Name _____
Occupation _____

Hours in class ____ wage rate ____ /hour

Date	M	T	W	T	F	S	S	Hours	Wages
Total									

Gross Pay F.I.C.A. W.T. Net Pay

Monthly Total: Hours at Work _____ Hours in Class _____

Job Performed:	Date:				
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S

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Progress Chart for Student Assignments
Cooperative

Student _____ **Class** _____

Grading Period _____ **Semester 1 2 (Circle one)**

Task Assignment	Date Completed	Classroom Study Assignment	Date Completed	Score

Progress Chart for Student Assignments
Clinical Rotation

Student _____ **Class** _____

Grading Period _____ **Semester 1 2 (Circle one)**

Rotation Number	Task Assignment	Date Completed	Classroom Study Assignment	Date Completed	Score

Budget Worksheet

Prepared by_____

Prepared for_____

Date prepared_____ **for the school term of 19**_____ **-** _____

Beginning Balance	_____
Anticipated Income	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	_____
Anticipated Expenses	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	_____
Estimated Ending Balance	_____

_____

Official Approval

Health Science Technology Education
Self-evaluation of Local Programs and Courses

In evaluating your local program, circle the number best describing the situation according to the following scale:

5 Program greatly exceeds standards.
4 Program somewhat exceeds standards.
3 Program standards are met.
2 Minor program improvements are needed.
1 Major improvements are needed.
0 Item is not applicable to local program offered.

A. Quality and Availability of Instructional Offering

1.	Instruction is competency-based.	5 4 3 2 1 0
2.	Instructional objectives are based on the essential elements defined in *Chapter 75, Curriculum.*	5 4 3 2 1 0
3.	A competency profile is maintained for each student enrolled in occupationally specific courses.	5 4 3 2 1 0
4.	Local HST courses are open to all students regardless of race, sex, ethnic origin, disability, or limited English proficiency.	5 4 3 2 1 0
5.	Appropriate and sufficient instructional resource materials are available to students.	5 4 3 2 1 0
6.	Student achievement of goals and objectives is measured by standard proficiency measures and criterion-referenced tests.	5 4 3 2 1 0
7.	Curriculum guides are available and used for instructional planning.	5 4 3 2 1 0
8.	The instructional resource materials include individualized study information related to the student training stations and/or career objectives.	5 4 3 2 1 0
9.	Instructional planning reflects activities that address the reinforcement and/or application of basic academic skills.	5 4 3 2 1 0
10.	Daily lesson plans include a good assortment of learning activities.	5 4 3 2 1 0
11.	The instructional planning includes provisions to help students develop problem-solving and higher level thinking skills.	5 4 3 2 1 0

B. Advisory Committees

1.	The HSTE program is supported by an active local advisory committee made up of business persons and local leaders.	5 4 3 2 1 0
2.	The advisory committee meets regularly and is abreast of the program purposes and program operations.	5 4 3 2 1 0
3.	At least one local HSTE advisory committee member serves on the local district advisory committee for vocational education.	5 4 3 2 1 0

C. Enrollment and Follow-up

1.	Enrollment in the HSTE program indicates strong student interest and demand for the training the program offers.	5 4 3 2 1 0
2.	Enrollment is at a level that allows the teacher-coordinator to operate the full scope of the HSTE program.	5 4 3 2 1 0
3.	The HSTE teacher who instructs a student with a disability, or a representative, participated in the Admission, Review, and Dismissal (ARD) Committee deliberations.	5 4 3 2 1 0
4.	The HSTE teacher who instructs a student with a disability participated in the development of an Individualized Education Plan (IEP).	5 4 3 2 1 0
5.	Students receive guidance and counseling in making the decision to enroll in the HSTE program.	5 4 3 2 1 0
6.	Follow-up data are maintained for program completers and leavers for at least one year.	5 4 3 2 1 0
7.	Follow-up data are used to improve instructional objectives and to evaluate the overall effectiveness of the HSTE program.	5 4 3 2 1 0

D. Facilities and Equipment

1.	Facilities housing the HSTE program are of sufficient size to operate the full scope of the program.	5 4 3 2 1 0
2.	The HSTE program is sufficiently equipped to provide training for current and projected occupational needs.	5 4 3 2 1 0
3.	Adequate operating funds have been budgeted to purchase new, or replace outdated and worn-out, equipment for the program.	5 4 3 2 1 0
4.	Students have access to computer hardware and application software related to marketing employment.	5 4 3 2 1 0

E. Cooperative Programs

1.	Adequate time is scheduled during the school day to allow the HSTE teacher to coordinate students' on-the-job training.	5 4 3 2 1 0
2.	Written training plans which include the essential elements and additional experiences are developed for each student.	5 4 3 2 1 0
3.	Students are placed by the HSTE coordinators in occupations approved for HSTE training.	5 4 3 2 1 0
4.	Continuous evaluation of student progress is made by the teacher and the training station supervisor.	5 4 3 2 1 0
5.	Travel funds are available to allow the teacher to make training station visits.	5 4 3 2 1 0

F. Professionalism

1.	The HSTE teaching staff regularly attends in-service training meetings for professional development.	5 4 3 2 1 0
2.	Required program reports are submitted in an accurate and timely fashion.	5 4 3 2 1 0
3.	Facilities are kept neat, clean, and orderly.	5 4 3 2 1 0
4.	The teaching staff is involved in activities to keep up to date with current developments in health care.	5 4 3 2 1 0

G. Program Goals and Objectives

1.	Clearly written program goals and objectives, considering the needs and interests of students, have been developed.	5 4 3 2 1 0
2.	Student selection is based on interest and aptitude for entering a marketing organization.	5 4 3 2 1 0

H. Youth Organization

1.	All students enrolled in HSTE courses are encouraged to become members of HOSA.	5 4 3 2 1 0
2.	Goals and objectives of the youth organization have been prepared with the assistance of chapter members.	5 4 3 2 1 0
3.	All chapter members are given basic instruction in leadership and an opportunity to participate in organized competitive events.	5 4 3 2 1 0
4.	A yearly program of activities is planned jointly by the students and the advisor(s).	5 4 3 2 1 0

I. Summary (A-H)

1. Commendable components:

2. Components requiring improvements:

3. Recommended action needed to improve the overall program:

Evaluators:_____

_____

_____

_____

_____

Date:_____

Preparation for Vocational Monitoring

Vocational education compliance monitoring teams from the Texas Education Agency actually look at many aspects of the school's operation—from compliance with federal and state laws to State Board of Education Rules and Administrative Code. Individual teachers do not need to be concerned with many of the items on the monitoring checklist because they are items that will be addressed by central office or business office staff. **Teachers should always check with local administrators for most current guidelines. Listed below, however, are records and information most often sought.**

_____ Competency profiles for each student enrolled in occupationally specific courses

_____ Curriculum guides/documents for each vocational education subject taught

_____ Daily or weekly lesson plans to document effective planning for instruction

_____ Local evaluation of program(s) for quality and effectiveness—evaluation instrument used with results of the evaluation. How are the results being used to improve vocational programs?

_____ Vocational completer and follow-up reports (one year)

_____ Location and use of equipment purchased with federal vocational funds

_____ Training station visitation records

_____ Student Training Plans (VOC-044R or other approvable formats)

_____ Student referral records to document where student applicants were sent for interviews

_____ Did students have the opportunity to participate in vocational student organization activities related to the program in which they are enrolled?

_____ Admission criteria for enrollment into the program—is it nondiscriminatory?

_____ Student eligibility (Texas Daily Register of Pupil Attendance)

_____ Did the school district apply for and receive permission from the Agency to operate cluster courses? (SAS-309R Annual Application)

_____ Makeup of local advisory committee—representation from each program

_____ Teacher schedules

_____ Student schedules (randomly selected)

_____ Enrollments (by class period and total)

_____ Teacher certification or, if on a permit, statement of qualifications

_____ Facilities—equipment, safety, etc. (observation)

_____ IEPs for students ARDed into the programs

Grade _____ Age _____

Sex: M _____ F _____ Time of day related class meets _____

Cooperative Training Plan

(THIS IS NOT A CONTRACT)

PROGRAM _____ *SCHOOL CAMPUS* _____

This training plan is to (1) define clearly the conditions and schedule of training whereby student

_____ is to receive training as a (an)
(Name and social security no. of student)

_____ and (2) serve as a guide to the cooperating parties:
(Occupational Objective) (Instructional Code)

of the _____ and the _____
(Company) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ _____ per _____ for _____ hours per school week.
2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____ day of _____, 19 ___, and extends through _____, 19 ___

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, color, national origin, sex, or handicapping condition.

SIGNATURE APPROVALS:

_____ _____
(Student) (Employer)

_____ _____
(Parent or Guardian) (Teacher-Coordinator)

Description of Specific and Related Occupational Training

The essential elements common to all vocational programs and as described in the State Board of Education *Rules for Curriculum* shall be a part of the cooperative student's curriculum.

The specific occupational essential elements listed below are provided as a convenience to ensure that the required minimum training is made available. Additional space is available to add specific individual training opportunities not identified as an essential element. NOTE: Occupational training objectives having no identified essential elements will require the training plans to be totally individually developed.

Required Essential Elements	To Be Done		Related Study Assignments
	On the Job	Related Class	

Additional Occupational Experiences	On the Job	Related Class

Student Agreement for Health Science Technology Education

Student Name _____ School Name _____

This agreement is to be strictly observed at all times during your clinical rotation.

1. I will make it my responsibility to know, understand, and adhere to the guidelines and procedures of each clinical rotation. This will protect the patients, co-workers, and me.

2. I will make every effort to be courteous, efficient, and accurate in all the tasks to which I am assigned, and in all contact with patients and workers.

3. I will not discuss any information about any patient, including disease diagnosis, prognosis, history, or treatment, with anyone not authorized to receive such information. I will maintain total confidentiality of all professional information.

4. I will notify the assigned unit supervisor and my Health Science Technology coordinator immediately if I am unavoidably tardy or absent. I understand that repeated absences will result in probation and ultimate dismissal from the program. The school policy on tardiness will apply.

5. I will follow the following dress code exactly:

   a. I will wear the lab coat or uniform required by the health care facility and school. This garment is to be clean, neatly pressed, and appropriately buttoned at all times.
   b. I will wear my name tag at all times.
   c. I will not wear blue jeans.
   d. I will wear low-heeled shoes with closed toes and hose (socks for males).
   e. I will wear a watch with a second hand or digital marker.
   f. I will not wear jewelry in the clinical area.
   g. My hair will be of collar length or shorter, or neatly pulled back and secured. I understand that extreme hairstyles are not acceptable.
   h. I will use cosmetics only in moderation.
   i. I will not eat, drink, chew gum, or use tobacco while I am in the clinical area.
   j. I will keep my nails clean, neatly trimmed, and wear only clear polish.
   k. If a clinical area requires specific apparel (scrub suits), I will comply with clinic policy.
   l. I will not visit other units, nor will I leave the unit to which I am assigned unless authorized to do so.
   m. I will not discuss my private life while in the presence of patients.
   n. I will conform to any direction from the coordinator immediately and without question while in the clinical setting. Any questions will be discussed later and in private.
   o. Illnesses I have observed will not be discussed in the presence of patients.
   p. I will try to be cheerful and smile while I am in the presence of patients.
   q. I will report any accident that occurs in the clinical area and file the required incident report as directed by my supervisor.
   r. I will behave in a professional manner at all times while in the clinical area.

s. I will respect and properly care for all equipment and supplies.
t. I will not make personal telephone calls, nor answer the telephone in the clinical area unless directed to do so.
u. I will make every effort to complete any assigned tasks for each rotation area.
v. I will observe strict infection control measures.
w. I will follow all facility safety rules.
x. If I feel that I cannot meet the stipulations of this agreement, I will request a conference with my coordinator at once.

I understand that if I break this agreement, disciplinary measures will be taken, and termination of my participation in this program may result. If this occurs, I realize that I will lose credits.

_____ _____

Student signature Parent signature

_____

Coordinator signature

Example of Rotation Schedule
(Individual Students)

Patient Care

WEEKS	Medical Nursing	Medical Nursing	Surgical Nursing	Surgical Nursing	OB	Nursery	Geriatrics	Geriatrics	Intensive Care	Intensive Care	Emergency Room	Emergency Room
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												

Student Rotation Schedule

Student _____ School _____

Clinical site _____ Telephone number _____

Class time _____

Rotation	Week	Dates	Clinical Assignment	Supervisor	Study Assignment
1	1				
	2				
	3				
	4				
	5				
2	1				
	2				
	3				
	4				
	5				
3	1				
	2				
	3				
	4				
	5				
4	1				
	2				
	3				
	4				
	5				
5	1				
	2				
	3				
	4				
	5				
6	1				
	2				
	3				
	4				
	5				

Driving Release Form

I, _____ understand that my son/daughter is participating in a Health Science Technology Education field trip. I also understand that students will be driving their own vehicles or carpooling with other students to reach these destinations.

I, _____, therefore, absolve the school district, the high school, the HSTE instructor, or any adult leader from any liability and from any claims against them, individually or collectively, for any injuries which might be received during a field trip, or in traveling.

Thank you for allowing your child the opportunity to participate in these activities. If you have any questions, you may reach me by phone at _____, ext. _____, or you may phone me at home at _____.

_____ _____

Health Science Technology Education Coordinator **Principal**

_____ _____

Parent Signature **Date**

Assignment Sheet

Subject: Current Events

Aim: To enable students to utilize current health information

Introductory Information:

The technology "boom" that we are experiencing in today's world has an unavoidable effect on our lives. Modern medicine becomes obsolete within a five-year period. Because new discoveries occur as a matter of routine, and because learning is not limited to the classroom, you as the learner should utilize resources outside of the classroom to enhance your education.

1. To complete this assignment, you will need to read an article pertaining to health or scientific breakthroughs.
2. You may use the daily newspaper or a monthly magazine, either professional or technical, but not classroom copies.

Procedure:

1. Select an article of appropriate content.
2. Provide source of article and date.
3. Write a summary of the article; be prepared to share it orally.
4. Be able to discuss the implications of the article in relation to
   - you the individual;
   - effects on your family;
   - effects on society; and
   - legal, medical, and ethical aspects.

Criteria:	**Possible Points**
Title of article, author, source, and length	10
Summary of article	40
Learning points	20
Use/application	15
Reactions and reasons chosen	15
Possible points	100

Current Event Abstract

Name:_____

Due date:_____

Name of publication:_____

Date of publication:_____

Title of article:_____

Author of article:_____

Your evaluation of article and why: _____

_____

Briefly summarize 3 facts that the author uses to support his/her conclusions:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Current events are due Friday of each week. Late work is not accepted!

Sample Grading Plans

Clinical Rotation Grades

Daily Work ---------- 20%

Tests/Exams ---------- 25%

Six-Weeks Exams ---------- 15%

Notebooks ---------- 10%

Clinical Rotation ---------- 30%

Clinical Rotation Grades

Daily Work ---------- 20%

Tests ---------- 20%

Hospital Attendance ---------- 20%

Class Participation ---------- 20%

Self-Study Units ---------- 20%

Sample Grading Plans

Co-op Grades

Daily Work 20%

Tests/Exams 25%

Six-Weeks Exams 15%

Notebooks 10%

Co-op Reports 30%

Co-op Grades

Daily Work 16%

Tests 17%

Employer Evaluation 34%

Class Participation 17%

Self-Study Units 16%

HSTE Classroom Rules

1. Be in your seat and be quiet when the bell rings. At the end of the class, I will dismiss you.

2. HSTE assignments are the only work to be done in this class, unless I give permission to the contrary. If you are caught doing work from other classes, it will be taken up.

3. Do not sleep in class or rest your head on the tables.

4. Chewing gum and/or eating in class is unacceptable behavior.

5. Come to class prepared to work! Bring all materials to class.

6. No hair combing or makeup/nail polish application is to be done in class.

7. Do not carry on conversations among yourselves while a lecture, class discussion, or assignment is taking place. Share your ideas with the class. It's important that you hear everything said, and you cannot listen and talk at the same time.

8. When I am in my office having a private conversation during class time, I expect you to be quiet and considerate.

9. When a visitor is in the room (for whatever reason), please show him/her the same respect and courtesy that you expect for yourself.

10. When you are absent, you will be responsible for obtaining any assignments, notes, handouts, or exams that you missed. You will have one day to make up work for each day missed. If you are absent the day of the exam, you will be required to take a makeup exam after school.

11. All assignments are to be turned in on time. Fifteen points will be deducted each day an assignment is late for three days, then a 0 will be given. If you are having a difficult time, academic or personal, please let me know ahead of time so that other arrangements can be made.

12. Equipment and supplies are off-limits to students unless they are being used in class or you have my permission.

13. Reference books may be checked out of the room with my permission. Fill out the card in the front pocket with your name and homeroom section and give the card to me.

14. The telephone in my office is a business phone and is not for student phone calls.

15. Unexcused absences are just that—***unexcused!*** If you miss an assignment or test, and the absence is deemed unexcused by the office, you will not be allowed to make up the work, and you will receive a "0."

Please sign and keep this in your notebook so that you may refer to it.

_____

Student Signature

Please sign and return this portion to the teacher.

_____ _____

Date **Student Signature**

_____

Parent Signature

TO: Health Science Technology Education Co-op Employers

FROM: _____, HSTE Coordinator

DATE: _____

SUBJECT: Student Extracurricular Activities

During the school year the co-op student is sometimes required to attend extracurricular activities that may conflict with their working hours. Because these functions are a part of the total curriculum, we would appreciate your cooperation in allowing the student to participate.

We appreciate your assistance in our training program and your cooperation in the extracurricular activities.

_____ YES He/she has permission to attend.

_____ NO He/she does not have permission to attend for the following reasons.

_____

EMPLOYER'S SIGNATURE

APPLY NOW!

SEE YOUR COUNSELOR
OR
THE HSTE INSTRUCTOR
IN ROOM _____

FOR AN APPLICATION!

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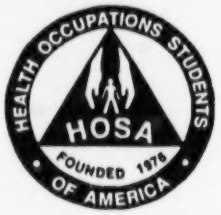
HOSA
HEALTH OCCUPATIONS STUDENTS OF AMERICA

WHAT IS IT?

HOSA is the student organization of the HSTE classes. It is affiliated with an area, state, and national organization.

WHAT DO HOSA MEMBERS DO?

- learn leadership skills
- attend area leadership conference
- sponsor and coordinate the annual blood drive held each December
- compete in area, state, and national contests
- visit research and surgical sites
- tour medical centers
- attend a career day at a local hospital



HEALTH

SCIENCE

TECHNOLOGY

EDUCATION

HEALTH CARE SCIENCE LAB

is available to any student who:

- will be in 10th, 11th, or 12th grade next school year;
- has a "C" or better GPA; and
- has a genuine interest in a health care field.

HEALTH SCIENCE TECHNOLOGY EDUCATION CLINICAL ROTATION

is available to any student who:

- has successfully completed two semesters of Health Care Science Lab,
- has a good attendance and discipline record, and
- has an interest in exploring different areas of health care through observation and hands-on experience.

HSTE COOPERATIVE TRAINING

is available to any student who:

- has successfully completed two semesters of Health Care Science Lab and
- has a good attendance and discipline record.

Do YOU want to be a . . .

Dental assistant
Dental hygienist
Dentist
Optician
Optometrist
Veterinarian
Registered nurse
Licensed vocational nurse
Podiatrist
Obstetrician/gynecologist
Family practitioner
Chiropractor
Medical records technician
Laboratory technician
Cardiologist
Neurologist
Urologist
Radiologist
Dietician
Medical writer
Pathologist
Pharmacist
Paramedic
Ophthalmologist
Anesthesiologist
Physical/occupational therapist
Respiratory therapist
Surgical technician

. . . or any other health care professional?

If you answered YES, then HSTE is for YOU!!

CREDITS

- HCS Lab: 1 credit
- HSTE Clinical Rotation: 2 credits
- HSTE Co-op Training: 3 credits

LAB

Guides and prepares high school students for employment or further education in a health-related field

COURSE CONTENT

- Functions of body systems
- Basic anatomy & physiology
- Medical terminology
- Basic health care skills

CLINICAL ROTATION

Opportunity for student to observe and participate in daily activities in various hospital departments

COURSE CONTENT

- Spend 4 hours per week rotating through different hospital departments. Students observe, and in some cases participate, in the hospital procedures.
- Spend class time investigating many different health care fields relating to the clinical rotations.
- Expanded study of information learned in HCS Lab.

COOPERATIVE TRAINING

Opportunity for students to gain hands-on experience in a single health care field

COURSE CONTENT

- Work 1/2 day in a health care setting.
- Spend class time investigating a chosen health care field.
- Do expanded study of information learned in HCS Lab.

SECTION V

Materials and Resources for Curriculum

- **Curriculum Materials from EIMC**
- **Bibliography of Reference Materials**
- **Materials from Nonprofit Associations and Societies**
- **Anatomical Models, Equipment, and Emergency Products**
- **Educational Software for Students**
- **Educational Software for Teachers**
- **Videos**

Curriculum Materials from Extension Instruction and Materials Center (EIMC)

The following multimedia materials are offered for sale by EIMC on a cost-recovery basis. They are listed by title and stock number (in parentheses). The list is arranged according to suggested class use.

Health Care Science
Balancing the Curriculum for Health Occupations Education [HO 114 S/I]
Curriculum Guide for Health Care Science [HO 109 I]
Exploring Careers [GE 260 R/I/SX]
Nursing Support Services Core [HO 111 S/I]

Clinical Rotation (HST I and HST II)
Clinical Rotation in Health Occupations I [HO 115 I]
Curriculum Guide for Health Occupations I [HO 116 I/S]
Curriculum Guide for Health Occupations II [HO 118 I/S]
Handbook for Instructors in Clinical Rotation [HO 135 I]
Study Packets for Dental Services, Medical Laboratory, Nursing Services, Physical Therapy, Radiology/Imaging, and Sports Medicine

Cooperative (HST I and HST II)
Competency Profiles [Number specific for occupation]
Curriculum Guide for Health Occupations I [HO 116 I/S]
Curriculum Guide for Health Occupations II [HO 118 I/S]
Self-study materials for each training station (job-specific)

For Rotations or Job-Specific Study
Dental Assisting [HO 217 S/I/LA]
Dental Office Records [HO 218 S/I/LA]
Dental Services Study Packet [HO 134 S/I]

Electrocardiography and Cardiology [HO 224 S]

Assisting in the Medical Laboratory [HO 219 S/I/LA]
Medical Laboratory Study Packet [HO 133 S/I]

Medical Assistant [HO 203 S/I/LA]

Mental Health Worker [HO 209 S/I/LA]

Health Information Management [HO 223 S/I/LA]

Caring for the Geriatric Client [HO 211 S/A]
Geriatric Nursing Assistant [HO 208 S/I/LA]

Medication Administration [HO 212 S]
Nursing Assistant [HO 205 S/I]
Nursing Services Study Packet [HO 131 S/I]

Optician [IE 505 S/C/T]

Drugstore Merchandising [DE 325 S/A]
Working in Pharmacies [HO 222 S/I/LA]

Physical Therapy Aide [HO 216 S/I/LA]
Physical Therapy Study Packet [HO 132 S/L]

Assisting in Radiology/Imaging [HO 220 S/I/LA]
Introduction to Special Health Technologies [HO 215 S]
Radiology/Imaging Study Packet [HO 136 S/I]

Respiratory Therapy Assistant [HO 206 S/I/LA]

Sports Medicine [HO 221 S/I/LA]
Sports Medicine Study Packet [HO 137 S/I]

Veterinary Assistant [HO 214 S/I]

General (For All Levels)
Allied Health Occupations Education [HO 119 S/I/LA]
Applied Anatomy and Physiology [HO 210 S/I]
Bulletin Board Designs for Health Occupations Education [HO 113 I]
Glossary for Health Occupations Education [HO 117 G]
Leadership and Employment Skills [HO 120 S/I/LA]
Parliamentary Procedure [IE 114 S/A]
YOU: A Guide for the Personal Development of Young People [DE 704 S/A]
Your Attitude Is Showing [ME 710 R/S]
Working Relationships [HO 112 S/I]

Computer Software
Required: Apple II, 80-column card, and AppleWorks software
Asepsis [CA 111 X]
Emergency Aid [CA 100 X]
Money Management Skills [CA 102 X]
Parliamentary Procedure (5 packages) [CA 119 X]

PuzzleWorks
IBM 5.25 [GE 150 DI]
Macintosh [GE 150 DM]

Health Occupations (English and Spanish—Mac and DOS)
IBM 5.25 [GE 118 DI]
Macintosh [GE 118 DM]

Medical Terminology
IBM 5.25 [GE 124 DI]
Macintosh [GE 124 DM]

Nursing Assistant
IBM 5/25 [GE 125 DI]
Macintosh [GE 125 DM]

Bibliography of Reference Materials

American Academy of Orthopedic Surgeons. *Emergency Care and Transportation of the Sick and Injured.* 4th ed. Park Ridge, Ill.; AAOS, 1987.

Badasch, Shirley A., and Doreen S. Chesebro. *The Health Care Worker.* 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1988.

Cooper, Marion G., and David E. Cooper. *The Medical Assistant.* 5th ed. New York: McGraw-Hill, 1986.

Cox, Kay. *Being a Health Unit Coordinator.* Englewood Cliffs, N.J.: Prentice-Hall, 1984.

Ehrlich, Ann. *Business Administration for the Dental Assistant.* 2nd ed. Champaign, Ill.: Colwell Systems, 1982.

Ehrlich, Ann. *Managing Insurance Claims in the Dental Office.* Champaign, Ill.: Colwell Systems, 1982.

Fasano, Marie A. *Creative Care for the Person with Alzheimer's.* Englewood Cliffs, N.J.: Prentice-Hall, 1986.

Hardcastle, Lena. *By the Rule.* Garland, Tex.: Stuart Books, 1974.

Hoeman, Shirley P. *Rehabilitation/Restorative Care in the Community.* St. Louis: C.V. Mosby, 1991.

Hoffman, Clare P., and Gladys B. Lipkin. *Simplified Nursing.* 9th ed. Philadelphia: J. B. Lippincott, 1981.

House, Clifford R. and Kathie Sigler. *Reference Manual for the Office.* 7th ed. Cincinnati: South-Western, 1989.

Huffman, Edna K. *Medical Record Management.* 9th ed. Berwyn, Ill.: Physician's Record Company, 1990.

International Classification of Diseases, 9th Revision Clinical Modification, 3rd ed. New York: Practice Management Information Corporation, 1992.

Joint Commission on Accreditation of Health Care Organizations. *Accreditation Manual for Hospitals.* Chicago: JCAHO, 1993.

Keir, Lucille; Barbara Wise; and Connie Krebs. *Medical Assisting: Administration and Clinical Competencies.* Albany, N.Y.: Delmar Publishers, 1993.

Kimbrell, Grady, and Ben S. Vineyard. *Succeeding in the World of Work.* Bloomington, Ill.: McKnight, 1981.

La Fleur-Brooks, Myra. *Health Unit Coordinating.* Philadelphia: W.B. Saunders, 1993.

Lawton, M. Murray, et al. *Lawton and Foy's Textbook for Medical Assistants.* 4th ed. St. Louis: C. V. Mosby, 1980.

Linne, J. J., and K. M. Ringsrud. *Basic Techniques for the Medical Laboratory.* New York: McGraw-Hill, 1990.

Marshall, Jacquelyn, and Kathleen Harris. *Being a Medical Clerical Worker.* Englewood Cliffs, N.J.: Brady, a Prentice-Hall Division, 1990.

McMiller, Kathryn. *Being a Medical Records Clerk.* Englewood Cliffs, N.J.: Brady, a Prentice-Hall Division, 1990.

Memmler, Ruth L., and Dena Lin Wood. *The Human Body in Health and Disease.* 6th ed. Philadelphia: J. B. Lippincott, 1987.

Merck & Co. *The Merck Manual of Diagnosis and Therapy.* 15th ed. Rahway, N.J.: Merck Sharp & Dohme Research Laboratories, 1987.

Modern Medical Office: A Reference Manual. Cincinnati: South-Western, 1986.

Physicians' Desk Reference. Oradell, N.J.: Medical Economics Company, current year.

Price, S.A., and L.M. Wilson. *Structure and Function of the Body.* Philadelphia: C.V. Mosby, 1982.

Robert, Henry M. *Robert's Rules of Order.* Glenview, Ill.: Scott Foresman, 1970.

Rowell, JoAnn C. *Understanding Medical Insurance: A Step by Step Guide.* Albany, N.Y.: Delmar Publishers, 1989.

Schniedman, Rose, and Susan Lambert. *Being a Nursing Assistant.* 4th ed. Englewood Cliffs, N.J.: The Brady Company, 1986.
Schwarzrock, Shirley P., and James R. Jensen. *Effective Dental Assisting.* 6th ed. Dubuque, Iowa: Wm. C. Brown, 1982.
Simmers, Louise. *Diversified Health Occupations.* 2nd ed. Albany, N.Y.: Delmar, 1988.
Sorrentino, Sheila A. *Mosby's Textbook for Nursing Assistants.* St. Louis: C.V. Mosby, 1987.
Taber's Cyclopedic Medical Dictionary. 15th ed. Philadelphia: F.A. Davis, 1985.
Texas Curriculum for Nurse Aides in Long-Term Care Facilities. Austin: Texas Department of Health, 1989.
Torres, Hazel O. *Modern Dental Assisting.* 2nd ed. Philadelphia: W.B. Saunders, 1980.
Walters, Norma J., et al. *Basic Laboratory Techniques.* Albany, N.Y.: Delmar, 1986.
Weiss, Roberta C. *EKG Technician.* Englewood Cliffs, N.J.: Prentice-Hall, 1990.
Whitney, Eleanor Noss, et al. *Understanding Nutrition.* St. Paul, Minn.: West Publishing, 1990.
Will, Connie A., and Judith B. Eighmy. *Being a Long-Term Care Nursing Assistant.* Bowie, Md.: Prentice-Hall, 1983.
Zakus, Sharron M.; De A. Eggers; and Margaret A. Shea. *Mosby's Fundamentals of Medical Assisting.* 2nd ed. St. Louis: C.V. Mosby, 1990.
Zuker, Elana. *Being a Home Health Aide.* 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1988.

Materials from Nonprofit Associations and Societies

American Cancer Society

Free teaching resources are available through this society, such as teaching kits, films, videotapes, posters, pamphlets, curriculum guides, and computer disks. Computer disks are available for Apple II, IBM PC, IBM PS2, and TRS-80. Information deals with substance abuse, nutrition and eating patterns, early detection of cancer, the disease called cancer, environment/lifestyle, and childhood cancer awareness. Levels are K-12 and adult. Contact a local office or the nearest regional office, using a telephone directory. Regional offices are found in Abilene, Amarillo, Austin, Beaumont, Bryan, Corpus Christi, Dallas, El Paso, Fort Worth, Houston, Lubbock, Lufkin, McAllen, Midland, Odessa, San Angelo, San Antonio, Stafford, Texarkana, Texas City, Tyler, Uvalde, Victoria, Waco, Wichita Falls, and The Woodlands.

American Diabetic Association

Books, cookbooks, booklets, pamphlets, and information sheets are offered for sale at low cost to patients, family members, and professionals. Contact a local or regional office. The six regional offices are listed below.

Region I: Central
8140 N. Mopac
Bldg. 1, Suite 135
Austin, TX 78759
512-794-8066

Region II: Southern
4242 Medical Dr., Suite 7200
San Antonio, TX 78229
512-697-0854

Region III: Western
8008 Slide Road
Suite 25
Lubbock, TX 79424
806-794-06991

Region IV: Northern
8440 Walnut Hill Lane
Suite 260
Dallas, TX 75231
214-692-6434

Region V: Southeastern
2211 Norfolk, Suite 614
Houston, TX 523-9673
713-523-9673

Region VI: Far West
4100 Rio Bravo
Pershing W. Bldg., Suite 311
El Paso, TX 79902
915-544-7557

American Lung Association

Contact your local association for a copy of their current catalogue with a selection of materials on lung disease and related topics. These materials are presented as leaflets, posters, fact sheets, manuals, kits, and videos. Some are available to the public, to patients, and for school health education or for professional use. Also, the American Lung Association has information on occupational health from OSHA, NIOSH, and other professional organizations.

American Red Cross

Hundreds of free or low-cost items are available through local chapters. Of interest to Health Science Technology teachers are items available for teaching first aid, CPR, water safety, AIDS education, and back injury prevention. Some Red Cross chapters offer an 80-hour course with practicum directed toward licensure of nurse aides in long-term care facilities. Certified teachers are provided.

March of Dimes

A catalogue entitled *Toward Healthier Babies: A Catalogue of Public Health Education Materials* is available through local chapters. Materials are available on prepregnancy, prenatal care, teenage pregnancy, lifestyle behavior/risk factors, special needs children, and genetic and other birth defects.

American Heart Association, Texas Affiliate, Inc.

Free and low-cost materials are available through this association. Contact the nearest AHA office to secure the following listings of materials:

Youth Education Materials List
Health Professionals Materials List
Comprehensive Product Listing: Schoolsite Products

Orders for these materials should be directed to the closest office of the American Heart Association listed below.

Abilene
149 N. Willis, #10
Abilene, TX 79603
915-673-5371

Amarillo
2404 W. 7th Street
Amarillo, TX 79106
806-374-8291

Austin
3429 Executive Ctr. Dr.
Suite 200
Austin, TX 78731
512-346-6880

Beaumont
2360 Eastex Freeway
Beaumont, TX 7703
904-892-5492

Bryan
3130 E. 28th St., #B-130
Bryan, TX 77802
409-776-1970

El Paso
233 Mesa Hills Drive
El Paso, TX 79912
915-833-1231

Fort Worth
3309 Winthrop, #95
Ft. Worth TX 76116
817-732-1623

Galveston
1814 45th Street
Galveston, TX 77550
409-762-9905

Harlingen
2220 Haine Drive, #46
Harlingen, TX 78550
512-452-3924

Houston
1415 La Concha
Houston, TX 77054
513-797-1812

Midland
3525 Andrews Hwy., #208
Midland, TX 79703
915-563-2008

San Angelo
103 S. Irving, #1003
San Angelo, TX 76903
915-653-1373

San Antonio
8415 Wurzbach Road
P.O. Box 29306
San Antonio, TX 78229
512-694-4121

Tyler
921 Shiloh Road, #C175
Tyler, TX 75703
214-561-6668

Waco
4600 Bosque, #1-A
Waco, TX 76710
817-772-5611

Corpus Christi
418 Peoples Street,
Suite 402
Corpus Christi, TX 78401
512-882-2896

Dallas
1615 Stemmons Frwy
Dallas, TX 75207
214-748-7212

Longview
119 W. Tyler Street,
Suite 286
Longview, TX 75606
214-757-2242

Lubbock
3403 73rd Street, #1
Lubbock, TX 79423
806-792-6394

Wichita Falls
4018-F Call Field Road
Wichita Falls, TX 76308
817-696-5596

Anatomical Models, Equipment, and Emergency Products

Armstrong Medical Industries, Inc.
575 Knightsbridge Parkway
P.O. Box 700
Lincolnshire, IL 60069-0700
1-800-323-4220

Carolina Biological Supply
2700 York Road
Burlington, NC 27215
1-800-334-5551

Dyna Med
6200 Yarrow Drive
Carlsbad, CA 92008-0996
1-800-854-6449

Fisher Scientific
Educational Materials Division
4901 W. LeMoyne Street
Chicago, IL 60651
1-800-621-4769

Medical Plastic Laboratory
P.O. Box 38
Gatesville, TX 76528
817-865-7221

Educational Software for Students

The Action of the Heart: Tutorial on the heart and its functions and the causes of heart attacks.
Hardware: Commodore
Available from: American Peripherals
122 Bangor Street
Lindenhurst, NY 11757

Circulation—Organs: Schematic covering the size, location, and primary function of all the circulatory organs. Quiz.
Circulation—System: Tutorial on pulmonary and systemic circulations. Quiz.
Hardware: Apple II (MP3071)
Available from: Micro Power & Light Co.
12820 Hillcrest Road
Suite 219
Dallas, TX 75230
214-239-6620

Eating for Good Health: Basic nutrition; new foods and balancing intake.
Hardware: Apple
Available from: Aquarius People Materials, Inc.
P.O. Box 128
Indian Rocks Beach, FL 33535

Fast Food: Student orders from a menu at a fast food restaurant. The computer provides nutritional analysis, number of calories, and percentage of fat.
Hardware: Apple
Available from: Career Aids, Inc.
20417 Nordhoff Street, Dept. Q8
Chatsworth, CA 91311
818-341-8200

Food Facts: Facts on cereals, chemicals in foods, fast foods, and vitamins. Suitable for adults.
Hardware: Apple, Commodore
Available from: MECC (Minnesota Education Computing Corporation)
3490 Lexington Avenue North
St. Paul, MN 55112-8097

Health Awareness Game: Program covers calculating coronary risk, smoking, exercise, weight control, caloric intake, life expectancy, and lifestyle analysis.
Hardware: Apple, TRS-80, IBM, Commodore
Available from: HRM Software
175 Tompkins Avenue
Pleasantville, NY 01570
914-769-6900

Locomotion: Reviews types of bones and muscles and their functions.
Hardware: Apple
Available from: J & S Software
140 Reid Avenue
Port Washington, NY 11050

Systems of the Human Body: Graphic representations of body parts with text and activities. Final test. Record of student management.
Hardware: Apple II
Available from: Opportunities for Learning, Inc.
20417 Nordhoff Street
Chatsworth, CA 91311
815-341-2545

Venereal Disease: Covers diseases, treatment, causes, transmission, prevention, effects of, and current research. Includes syphilis, gonorrhea, herpes, and AIDS.
Hardware: Apple, IBM, TRS-80
Available from: Intellectual Software
789 North Avenue
Bridgeport, CT 06606
800-232-2224

Job-Specific Software

FoxMed Software. San Antonio, Tex.: Physician's and Dental Software, Alamo City Computers, 1993.

Simulating the Medical Office Software. Orange, Calif.: Career Publishing Co., 1993.

Educational Software for Teachers

Systems Compatibility

Gradebook Plus: For recording and calculating grades. Creates reports and gives easy access to class records.
Hardware: Apple II (LS31AP), IBM (LS31PC), MAC (LS31MC)
Available from: Mindscape Educational, Inc.
3444 Dundee Road
Northbrook, IL 60062
312-480-7667

Grade Manager: Two grading methods offered, percentage grading and standard scores. Records, computes, and prints grade reports. Enter up to 70 scores per student for up to 1,088 students.
Hardware: Apple II (MEC106AP), IBM (MEC106PC)
Apple 3.5 (MEC#106AP3), IBM 3.5 (MEC#106PC3)
Available from: MECC (Minnesota Educational Computing Corp.)
3490 Lexington Avenue North
St. Paul, MN 55112-8097

Report Card: Records grades but allows weighting of activities by importance. Instant recall of recorded grades at any time.
Hardware: Apple II (SEN04AP), Req. PRO DOS/3.5& 51/4"/128K
IBM (SEN04PC), Req. DOS 2.1 or Higher

Multiple Choices: Transfer data from one activity to another. Nine activities include word search, word scramble, word jumble, puzzles, acrostic word games, double acrostic word games, matching, true-false, fill-in-the-blank, and multiple-choice tests. Prints up to 50 questions or clues or 120 lines of multiple-choice questions.
Hardware: Apple II (LS20AP), Req. Printer/Mouse Optional/128K
Available from: Apple Computer, Inc.
20525 Mariani Avenue
Cupertino, CA 95014
800-538-9696
(Ask about Apple Education Support Centers for Texas, or talk with your local Apple software dealer.)

Teacher's Quiz Designer. Maintains a database to help create, edit, and print multiple-choice tests. Can pull questions from one test to use again later.
Hardware: IBM (IBM51PC), requires color monitor.
Available from: IBM
P.O. Box 1329
Boca Raton, FL 33432
800-IBM-2468; 800-447-4700

PuzzleWorks Database Sets
Computer Applications
IBM 5.25 [GE 109 DI]
Macintosh [GE 109 DM]
Available from: The University of Texas at Austin
EIMC/Educational Resources
P.O. Box 7218
Austin, TX 78713-7218
800-252-3461

Computer Games for Teaching

The Body Transparent: A game to teach location of organs and bones of either male or female body. Has facts dealing with function.
Hardware: Apple II (DW16AP), IBM (DW16PC)
Available from: Encyclopaedia Britannica Education
325 N. Michigan Avenue
Chicago, IL 60611
800-554-9862

Life and Death: Simulation of a surgeon at work in a hospital. Decisions about tests and surgical procedures required.
Hardware: IBM and compatibles/Apple Macintosh/Apple IIGS/ Atari ST/Commodore Amiga
Available from: IBM
P.O. Box 1329
Boca Raton, FL 33432
800-IBM-2468, 800-447-4700

Software for Enrichment

Mind over Matter: Uses puzzles with graphics and symbols as a challenge to students' higher level thinking skills. One to six players
Hardware: Apple II (LW114AP)
Available from: Mindscape Educational Inc.
344 Dundee Road
Northbrook, IL 60062
312-480-7667

Videos

Videos for Purchase

Sunburst
Rm TR11
39 Washington Avenue
Pleasantville, NY 10570-3498
800-431-1934

Four Pregnant Teenagers: Four Different Decisions 2243-TR
Hooked? Not Me! 2334-TR
I Live in an Alcoholic Family 2351-TR
Nutrition and Exercise for the '90s 2276-TR
Peer Pressure, Drugs, and You 2328-TR
Real People: Coping with Eating Disorders 2299-TR
Refusal Skills: For Teens under Pressure 2352-TR
Steroids: Shortcut to Make-Believe Muscles 2277-TR
Teens and Alcohol: The Hidden Problem 2296-TR
Understanding Human Reproduction 2099-TR

American Vocational Association
Dept. 291-V
1410 King Street
Alexandria, VA 22314
800-826-9972

Video Career Library
Allied Health Fields AMA38CD

Videos, Slide/Tapes, and 16mm Films

Texas Department of Health
Film Library
1100 West 49th Street
Austin, TX 78756-3199
512-458-7260

No charges are made for use, but payment of postage is required.

Barbara Cohen, Program Administrator
Nurse Aide Registry and Training Program
Texas Department of Health
P.O. Box 149030
Austin, TX 78714-9030y-976
512-834-6623
512-834-6764 Fax

SECTION VI

HOSA Chapter Management

Health Occupations Students of America, Texas Association

Each school participating in vocational education is charged with the responsibility for offering students the opportunity to participate in a student leadership training organization.

Student organizations are an integral and vital part of all vocational education programs. Each youth club is designed to relate directly to the student's instructional program. Students are given opportunities to develop leadership abilities while increasing their occupational skill through competitive contests and club projects. Student enrolled in Health Science Technology Education programs are eligible for membership in Health Occupations Students of America, Texas Association (HOSA, TA).

The purpose of HOSA is to further the welfare of the members in the following ways:

- To assist local chapters in the growth and development of HOSA
- To further develop a respect for education in health fields which will contribute to occupational competence
- To provide opportunities for intelligent career choices in health occupations
- To develop competent leadership in health occupations
- To encourage use of ethical standards in health occupations
- To develop character, train for useful citizenship, and foster patriotism
- To provide for mental and physical health through satisfactory social and recreational activities

Organizing a HOSA Chapter

All students enrolled in Health Science Technology Education programs are eligible for membership in the Health Occupations Students of America through organized local chapters. Development of leadership skills is considered an integral part of the HSTE instructional program, and all program units are expected to develop local HOSA chapters. Leadership abilities are developed through activities such as participation in approved civic and social activities, participation in group decisions and group projects, and participation in area and state competition demonstrating leadership skills and/or occupational achievements.

Levels in HOSA

HOSA activities are an integral part of the instructional program that provides students opportunities to develop leadership skills as well as occupational skills. HOSA is a national organization of both secondary and postsecondary students of health occupations. It was officially formed in November 1976. State associations are organized under the sponsorship of state education agencies or other approved institutions.

Level I: Local Chapters

These are composed of secondary students enrolled in a health occupations program who pay affiliation fees established at the local, state, and national levels. Local chapters elect officers and determine participation in activities. Students strengthen leadership abilities through these activities involving professional, business, and other student organizations. The instructor serves as the local HOSA chapter advisor. Local chapters elect voting delegates to attend area and state meetings.

Level II: State Associations

State associations are sponsored by the appropriate state education agency and those in the agency working with health occupations programs. The state organization is governed by an executive board of the students elected to state office and by the Coordinating Board, composed of elected chapter advisors. The Director of the Health Careers Program, Texas Hospital Association was selected to serve as State Advisor. The Texas Association (TA) is divided into six geographical areas. Delegates from each area elect area officers. Delegates attending a state convention elect officers to serve the state. States elect delegates to attend the national meetings.

Level III: National Organization

State associations affiliate with the national organization which is sponsored by the U.S. Department of Education. Individual members affiliate at all three levels. The HOSA, Inc. corporate body is composed of one representative from each state association. It is governed by a Board of Directors. The national elected officers form an Executive Council to conduct the business of the organization. These national officers are elected by delegates from state associations.

Membership

HOSA members may be Active Members or Associate Members. Active members, who may vote and represent their chapters at convention, may be secondary (high school), postsecondary (community college), or collegiate members (baccalaureate or graduate studies). Other types of membership include professional, alumni, and honorary.

History of HOSA

In December 1971, the Health Occupations Education Division of the American Vocational Association (AVA-HOE) appointed a task force to determine whether a leadership organization was needed to serve health occupations students. Texas established Texas Association of Health Occupations Students in April 1972. Other states also formed youth leadership organizations. Members of the Health Occupations Education Division of AVA were active in providing letters, reports, and support for meetings from 1972 to 1975.

On November 4–7, 1975, eighteen representatives of six states that had state leadership organizations met in New Jersey to plan for a national leadership organization. The six states were Alabama, New Jersey, New Mexico, North Carolina, Oklahoma, and Texas.

A Constitutional Convention was convened in Arlington, Texas, on November 10–13, 1976. It was attended by 384 delegates and advisors from the six states and representatives from twelve other interested states. This convention adopted bylaws and name, selected colors and motto, and elected officers.

The first National Leadership Conference was held in Oklahoma City, Oklahoma, on April 27–30, 1978. The official emblem was adopted and the official uniform selected. Competitive events were held for the first time.

The second conference was held in New Jersey and the third in North Carolina. One has been in Dallas, Texas. The conferences continue each year. Leadership and skill contests have been added. The uniform policy was revised in 1982 at the conference in Chicago, Illinois.

Note: The information in the remainder of this section is from the *HOSA Handbook* (1985), Section C, pages 13-25, and is provided courtesy of the Texas Education Agency.

Organizing Action for HOSA Chapters

Basic Foundations of HOSA

In the early stages of organizing a chapter, the chapter advisor and students must become familiar with the many aspects of HOSA. An understanding of the elements that HOSA has been founded upon is essential. The organizing and successive HOSA assemblies of delegates, by contest and balloting, selected and adjusted the official HOSA motto, emblem, colors as reflected in the emblem, and creed. (See *National HOSA Handbook*, Section A.) They are as follows:

The HOSA Motto

"The Hands of HOSA Mold the Health of Tomorrow"

The word *motto* may be defined as a saying that expresses an organization's aims, ideas, or guiding rule. The HOSA organization has a state and national motto which expresses its purpose in our society.

The HOSA Emblem

The circle represents the continuity of health care; the triangle represents the three aspects of humankind well-being: social, physical and mental; and the hands signify the caring of each HOSA member.

Colors of the Emblem

The background of the outer circle is maroon. The letters in the circle are medical white. The triangle is navy blue, and the hands, figure, and the "HOSA" in the triangle are medical white. The area around the triangle is also medical white. The "Founded 1976" is navy blue.

The HOSA Creed

I BELIEVE in the Health Care Profession.

I BELIEVE in the profession for which I am being trained; and in the opportunities which my training offers.

I BELIEVE in education.

I BELIEVE that through education I will be able to make the greatest use of my skills, knowledge, and experience in order to become a contributing member of the health care team of my community.

I BELIEVE in myself.

I BELIEVE that by using the knowledge and skills of my profession I will become more aware of myself. Through fulfilling these goals I will become a more responsible citizen.

I BELIEVE that each individual is important in his or her own right; therefore, I will treat each person with respect and love. To this end, I dedicate my training, my skills, and myself to serve others through HEALTH OCCUPATIONS STUDENTS OF AMERICA.

Obtaining and Reviewing HOSA Information and Material

The HSTE teacher/HOSA advisor will need to become familiar with and knowledgeable of the HOSA component of the curriculum.

The State HOSA advisor usually is the source for materials available relating to the HOSA organization. Many state associations have organizational packets available to assist in the initial effort of establishing a HOSA chapter. These packets may include:

- Office guides or handbooks
- The state and national constitutions
- Program of activities/state calendar
- Affiliation forms (to join the state and national organization)
- Chapter supply catalogs
- Awards and recognition information
- Leadership materials

In addition, the National HOSA office has information and material available for your dissemination, such as:

- Chapter affiliation packet
- National HOSA directories
- Slide-tape show—"HOSA Story"
- Brochures
- Posters
- Membership affiliation forms/cards
- *HOSA National Handbook*
- Newsletters
- HOSA supply company catalogs

Working with the School Administration

Perhaps the most critical step in the establishment of a HOSA chapter is gaining the enthusiastic support of the school administration. Many sound efforts by well-meaning teachers/advisors have failed simply because there was little or no effort made to work with the school administration. The belief of the advisor in the benefits of the organization is critical. However, an advisor who fails to generate this same enthusiasm in the school administration may very well falter in an effort to create a successful youth program. A meeting, with the administration, during which discussion focuses on the purposes, philosophy, and positive benefits of HOSA for both students and school is a necessary step. Highlighting the major activities of a successful chapter program of work with examples of activities undertaken in other school systems can be very effective. It is important to reinforce the fact that HOSA activities and those of all student vocational education organizations are designed to be part of the vocational curriculum and will assist with the personal growth of the student. Few administrators are opposed to an effort that is specifically designed to develop positive student attitudes and reinforce essential learning.

Administrators may want to know the following things:

- What steps are to be taken to establish the organization?

- What facilities will be used, and how?
- What time will be required of the teacher?
- What will be the extent of the activities?
- What will be the involvement of people outside the school?
- What other school/district resources will be required?

The advisor must know his/her administrators and be prepared to present a proposal in an effective and tactful manner. In some situations, the advisor may find it worthwhile to take the administrators to visit an existing HOSA chapter in a nearby school system or to a regional or state HOSA conference to view firsthand activities at those levels. Also, it may be advisable to include in the presentation some audiovisuals and/or literature, or involve interested students and other faculty in the meeting to give support to the cause.

Once the administrator has identified with the organization, he/she should be informed and involved, on a continuing basis. This communication with the school administrator is not a one-time occurrence but must be an ongoing activity. Members of the administration should be involved as active participants and professional honorary members of each HOSA chapter. They should be invited to all chapter, state, and national activities.

Communication with the State Association

In most cases, there is an individual at the state level whose responsibility is to work with the HSTE program and HOSA. To find out who the State HOSA advisor is, the local advisor may contact the National HOSA office, the State Department of Education, or the advisor of another local HOSA chapter in the area. State HOSA officers and/or instructors in adjacent school systems are splendid resource persons to assist in the development of a HOSA chapter.

Introducing HOSA to the HOE Student

Introducing HOSA to the HSTE class is probably the most important step in the process of making the students aware that HOSA is an important and integral part of the HOE program. Students need to become oriented to the organization so that it becomes meaningful and educational for them. This is accomplished as the advisor promotes the organization in class sessions and through individual contacts. Students will form opinions about the organization based on their own study and observation as well as through contacts with classmates. Nevertheless, it is the advisor's responsibility to help students get things in correct focus, to recognize their proper roles in the chapter so that they can make their unique contributions and reap the benefits from active participation in the activities of the organization.

One way to motivate students to participate in the organization is to involve them in activities that bring obvious and immediate returns. Then, as students become involved in activities with less obvious rewards, it is hoped that the actual participation will become its own reward.

As with most leadership activities, many youths are reluctant to participate, and this reluctance is often based on peer pressures. This is sometimes the case in the HSTE classroom in which HOSA activities are treated as secondary to other activities. The instructor must **fully integrate** the activities and principles of HOSA into the everyday classroom and laboratory experiences. In this way, students will realize its importance and meaning as part of their studies. This integration is a characteristic successful student vocational organization programs have in common.

Operating the student vocational organization as part of the curriculum allows the free flow of chapter information in the everyday classroom environment. Such an approach enables the student to see the relationship between student vocational organization activities and his/her own future as an American wage earner and citizen.

The task of introducing and orienting HOSA to HSTE students is not a one-time occurrence. It must happen at the beginning of each semester and year, as the teacher/advisor introduces the other basic components of the HSTE program to new classes.

There is a wide variety of techniques, tools, and resources available to introduce HOSA in a positive exciting way that may motivate and encourage more students to become actively involved. A positive attitude toward HOSA will become contagious and generate interest among students. Adequate time should be used during regular classes to discuss the organization with the students and examine the manuals and handbooks. Every aspect of this student vocational organization, with emphasis on individual benefits and its relationship to the curriculum, should be discussed.

Techniques, Tools, Resources, and Methods Useful in Introducing HOSA

The following are suggested techniques and methods that can be used to introduce HOSA to the students:

- Classroom bulletin board and/or school displays
- "HOSA Story" slide show and/or overhead transparencies
- Reports by students of their review of HOSA publications (newsletters, brochures, handbooks)
- Guest speakers, such as successful alumni members, State HOSA officers or advisors, other vocational student organization leaders; advisors from other chapters
- Discussion groups within the class
- Visits with an active local HOSA chapter nearby

Content to Cover in Introducing HOSA

Among the numerous HOSA programs and operational aspects to include in helping students to learn about HOSA are the following:

- What it is/how it fits into the HSTE program (creed, colors, motto, history)
- Reasons for joining HOSA
- Membership classes and levels
- Purposes and goals of the organization
- Levels of organization/structure
- Typical HOSA activities at various levels:
  - -- Competitive events
  - -- Conferences
  - -- Civic, community service activities
  - -- Career-oriented activities
  - -- Social activities
- Sample calendar of activities
- Awards and recognition
- Publications and services
- Support of HOSA by:
  - -- U.S. Department of Education
  - -- National Association of Secondary School Principals
  - -- Health Occupations Education Division of the American Vocational Association
  - -- National Advisory Council on Vocational Education
  - -- White House
- Steps in organizing a chapter
- Membership and chapter affiliation process

Motivating Students to Organize a HOSA Chapter

The advisor will need to identify the students that appear to "take the lead"—the most motivated, creative, and involved. Meetings may be held with them separately to discuss ways of generating enthusiasm and support for instituting the chapter and have them interact with peers to determine possible chapter activities, thereby involving them immediately. Members

should be encouraged to seek chapter offices and to approach school officials for approval and support. The advisor's effort to involved students in a specific phase of the various competitive events and awards recognition programs offered by HOSA is equally important. Each member must be actively involved in some phase or activity of the organization. Involvement is the key to helping the student accept the activity as something meaningful and worthwhile.

The instructor/advisor should be aware of, and have students involved in, the district, regional, state, and national functions of HOSA. These events and activities not only bring recognition and reward to the individual who participates in the activities, but also develop a sense of "team effort" as the chapter selects its representatives to these events. Competition with other chapters in the district, region, state, and national activities creates enthusiasm that cannot be generated in any other fashion.

The spirit of friendly competition with other chapters tends to elevate the aspirations and goals of the organization and creates new enthusiasm for chapter exchange. The success of these activities and events is directly related to the instructor and his/her belief in the program, its activities, and events. It also helps to determine the ultimate benefit to the students.

The advisor should be concerned with the students' aspirations, concerns, and problems. In many cases, the advisor may need to refer students with severe or special problems to those better qualified. However, the advisor can help students at this critical and sometimes troublesome time in their lives to get the most from their vocational education program, including HOSA. Once a good rapport has been developed with students, the advisor can encourage them to discuss their vocational and other goals, their progress, and their problems and also help them pursue worthy goals in an intelligent manner.

It is one of the advisor's responsibilities to help student members plan and make commitments relating to participation in class work, occupational experience, and activities of the chapter. Here is where students are called upon to give serious thought to how the chapter program can help them achieve their overall goals. With guidance, they can accept increasing responsibility in the organization, perform their roles effectively, and, as a result, move closer to achieving their vocational and life goals.

The advisor can enlist a group of the most motivated students to initiate discussion during class regarding planning an organizational meeting, electing officers, and forming committees.

Developing Agenda(s) for Organizing Meeting(s)

A general classroom discussion or the small group discussion technique can be used to have students identify the agenda(s) for the organization meeting(s) of their chapter. Individual assignments can be made for development of presentations for known items of business, such as:

- Establishing a chapter
- Adopting the constitution and bylaws
- Selecting a nominating committee
- Selecting officers
- Setting meeting dates and times

The advisor should help each of the students fulfill his/her assignments so that each feels confident to participate and enjoys the satisfaction of success.

A temporary chairperson and other temporary officers may be needed to help in carrying out their responsibilities. The advisor must give them the required attention so that their performance is successful. Some suggested agenda items for a chapter's initial organizational meeting(s) follow.

First Organizing Chapter Meeting

1. Elect a temporary chairperson.
2. Discuss the characteristics of a good HOSA member (see Appendix A).
3. Discuss the qualifications and duties of each officer, and set up guidelines for local campaigning and/or officer elections.

4. Discuss affiliation and chartering process explaining assessments for each level—local, state, and national (set deadlines for receipt of assessments).
5. Distribute information letter about HOSA and the affiliation requirements for students to take home and share with parents (see Appendix C).
6. Review and discuss the proposed local chapter constitution and bylaws (see Appendix B).
7. Submit an application for a chapter charter to the state and/or National HOSA office (see Appendix D).

Second Meeting (Temporary Chairperson Presiding)

8. Discuss the purpose of fees for chapter member affiliation at the local, state, and national HOSA levels.
9. Develop a plan and timeline to secure necessary fees (chapter fund-raising efforts, securing school/community agency sponsorship, individual member collections, other).
10. Elect chapter officers:
    a. Prepare ballots (see Appendix N).
    b. Conduct nominations (by committee or from the floor).
    c. Schedule speeches by candidates.
    d. Conduct voting by secret ballot.
    e. Appoint Tellers Committee to count votes and report.
11. Install HOSA chapter officers and members or develop a plan for a special installation ceremony to be scheduled later. (Refer to National HOSA installation ceremony; adapt as appropriate for local chapter.)

Third Meeting (New Officers Presiding)

1. Complete the assessment fee plan and prepare a membership roster.
2. Submit chapter affiliation fee to the National HOSA Office or the State HOSA advisor. Remember to recruit alumni members and professional members from:
    a. Interested parents
    b. School administrators
    c. Advisory committee members and other health-care professionals in the community
    d. Employers of HSTE students' clinical experience
    e. Past local members/HSTE graduates
3. Set up chapter committees and revised responsibilities.
4. Discuss and plan chapter calendar of activities/program of work for the year, including such major activities as state and national conference, and vocational education week, and HOSA week.

Action Following the Third Meeting

1. Hold an executive committee meeting (elected officers). Instruct officers, individually, as to what is expected of them.
2. Cover basic elements of:
    a. Parliamentary procedure
    b. Developing an agenda
    c. Conducting a chapter meeting
3. Executive committee takes the responsibility for planning and developing:
    a. A program of work (projected chapter activities)
    b. A chapter budget for the year
4. The president, with the help of the executive committee, appoints committees and committee chairpersons to carry out the program of work. Committee appointments should include all chapter members.

Communicating with Parents, School, and Community

Good communications with all persons/groups involved and related to HOSA operations are crucial to the organization's effectiveness.

Communicating with Parents

HOSA members may plan a "HOSA night." A HOSA night can provide the advisor with the opportunity to communicate the purposes and value of the organization. This one activity can mean the beginning of not only good parent relations but also community relations as the parents discuss their experiences with their friends and acquaintances. A parent night often brings favorable comments about the value of vocational youth organizations.

The approach to parents should be centered on values and benefits to their sons or daughters. A mutual concern encompasses occupational experience, class performance, conduct, use of time, use of earnings, scholarship, citizenship, chapter participation, and overall vocational progress and personal improvement. The task is to show parents how they can cooperate with the school in providing rewarding experiences for their children enrolled in vocational education.

Communicating with Leaders of Other Organizations in School

Good school public relations is an essential tool in the development of a HOSA chapter. Some activities to include are:

1. Announcements over public address system
2. Letters/invitations to activities
3. Flyers
4. School newspapers
5. Attendance at other monthly meetings
6. Interorganization Council
7. Radio-television announcements

Communicating with Leaders/Resources/HOSA Chapter

Advisory committees may be formed to solicit support for activities. Compile list of agencies, individuals, and other community groups who support (or may support) HOSA with time, money, facilities, and in other ways. Selected representatives from such resources may be invited to serve on the HOSA Advisory Committee, with rotating appointment terms.

Developing the Constitution and Bylaws

The official *National HOSA Handbook*, Section A, includes the National Constitution and Bylaws. These provide direction for development of state and local constitutions and bylaws. The advisor and students should become thoroughly familiar with these official regulations. The constitution deals with fundamental laws and principles that serve for a long period of time. They can be changed or additions can be made by following the regulations prescribed by the constitution. In contrast, the bylaws are more easily changed and are designed to guide the operational procedures.

It is recommended that local chapter members draft and adopt bylaws. The drafting of this item should be guided by national and state bylaws. The bylaws should in no way conflict with the national and state bylaws, although each chapter may modify the wording to more specifically meet their local needs.

Since it is quite difficult and time-consuming to involve all students in writing bylaws, a committee of interested members should study the needs and do the writing. During their deliberations, the advisor should work with them to maintain interest and to ensure satisfactory results.

Bylaws provide a road map to govern the activities of the chapter. The bylaws will provide new members as well as current members with information about how the chapter operates. The bylaws should contain the following information:

- Purpose
- Goals and objectives
- Membership
- Officers
- Executive committee
- Committees
- Election procedures
- Meetings
- Conferences
- Competitive events
- Governing authority
- Amendments to bylaws
- Dissolution

The packet of materials which each chapter advisor receives from the state advisor may also contain some information to assist local chapter members in writing the bylaws. This may include some special state department policies for student organizations, guidelines for developing the bylaws, or even a sample constitution and bylaws.

State and National Affiliation

Using the HOSA Name

In order to use the name "Health Occupations Students of America Chapter," the group must affiliate with the national organization directly or through the state association. Procedures may vary from state to state. For states which authorize the National HOSA headquarters to receive its affiliation fees for both state and national, or only national, each local chapter will receive a HOSA affiliation packet directly from the National HOSA headquarters early in the fall.

Affiliating the HOSA Chapter

Send a national affiliation form, affiliation fees, and roster of members to the state association office or National HOSA office as designated in each state, early in the fall (each state sets its own deadlines).

Adding Members

New members may be added throughout the year. Each time, send an affiliation form marked "additional members" with appropriate supplemental affiliation fee(s) and a roster of the added members.

Double-Checking Benefits

If the chapter is not receiving membership publications (membership cards, newsletters, etc.), check with the state advisor to find out when the form, roster, and national assessment payment was mailed to the national office. If the chapter affiliation packet was sent directly to the national office by the chapter advisor, contact the national office for such inquiries.

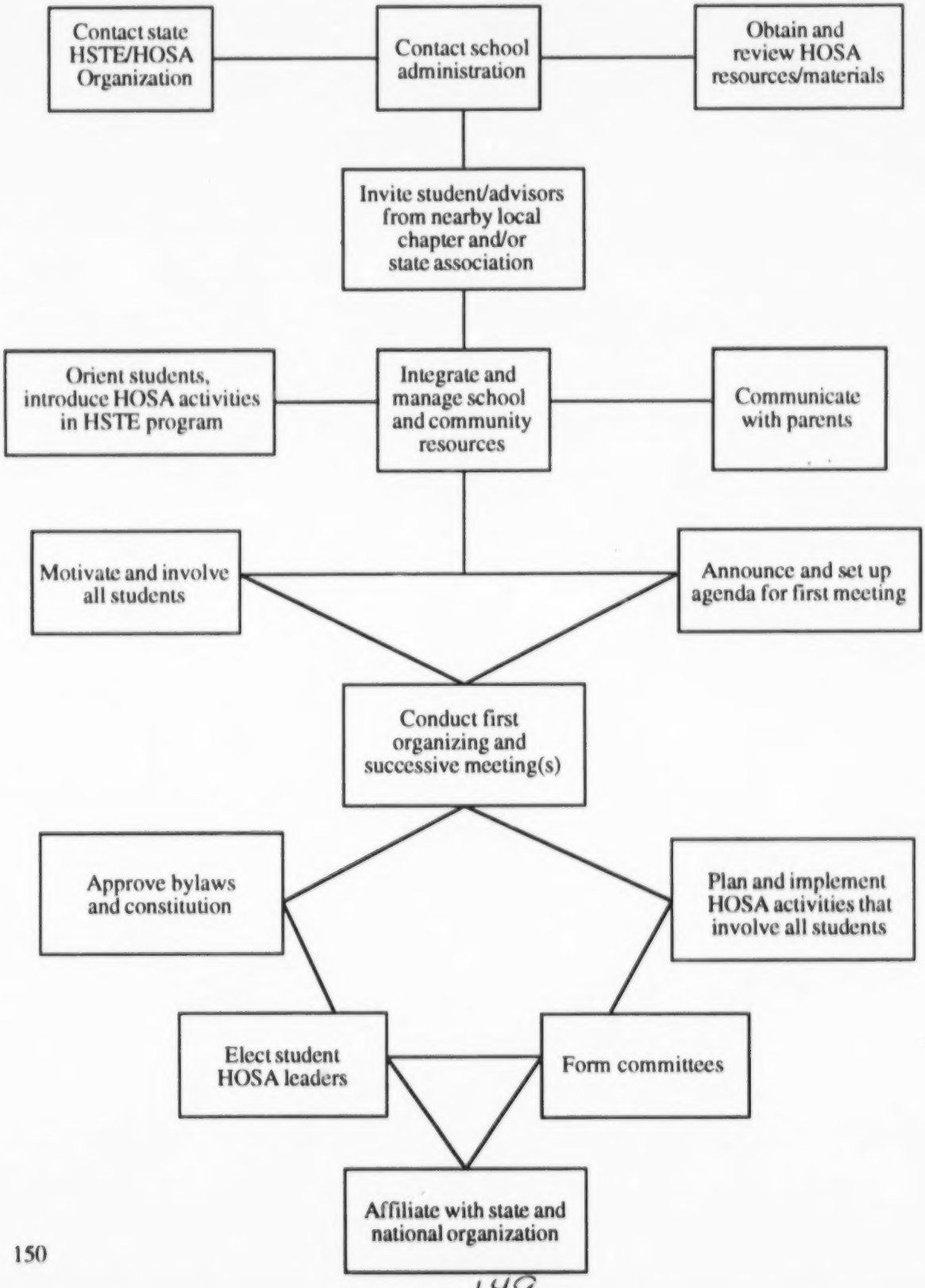
Collecting Affiliation Fees

HOSA chapter members will need to decide how the annual chapter affiliation fee will be funded. A chapter plan should be developed to acquire the necessary funds. Some ideas for members to consider include:

- Plan and implement one or more specific money-making activities (e.g., plant sale, food sale, carwashing clinic, toy sale, daily fruit snack sales, other).
- Invite a community service health-related organization to consider sponsoring all or part of the affiliation fee.
- Propose to the Board of Education the budgeting of funds to cover affiliation with HOSA in recognition of the fact that leadership and technical development through HOSA activities are integral curricular components.

The chart on the following page graphically illustrates the steps in establishing a local HOSA chapter.

Basic Steps in Organizing a HOSA Chapter


Contact state HSTE/HOSA Organization
Contact school administration
Obtain and review HOSA resources/materials
Invite student/advisors from nearby local chapter and/or state association
Orient students, introduce HOSA activities in HSTE program
Integrate and manage school and community resources
Communicate with parents
Motivate and involve all students
Announce and set up agenda for first meeting
Conduct first organizing and successive meeting(s)
Approve bylaws and constitution
Plan and implement HOSA activities that involve all students
Elect student HOSA leaders
Form committees
Affiliate with state and national organization

Student Permission Form

I give my permission for my child _____
to participate in the _____ including trips and
activities during the 19___-____ school year at _____ High School.

I understand and have satisfied myself that he/she will be adequately chaperoned both on the way and while at the meetings, and that normal precautions will be taken in the interest of his/her safety and well-being. I understand and accept the fact that neither the school nor its personnel will be held responsible in any way for accidents, misfortunes, or disobedience and misconduct of my child which might occur in connection with such trips and activities.

My child is being permitted to participate in these trips and activities with my consent and approval. My signature constitutes permission for the above named student to be treated for a medical and/or surgical emergency by a private physician or at a hospital at my expense.

_____
Parent or Guardian

_____
Home Phone Number

_____
Work Phone Number

Home Address _____

_____

_____

Emergency Information:

Allergies, illness, other limiting physical conditions_____

Medication/treatment for above_____

Health insurance company _____

Health insurance policy number _____

Health insurance policy issued to _____

Emergency name(s) and phone number(s) _____

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 AND 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.